REPORT RESUMES

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FILING AND RELATED OCCUPATIONS, A SUGGESTED CURRICULUM GUIDE.
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SUGGESTED CURRICULUMS PROVIDE A GUIDE FOR TRAINING QUALIFIED WORKERS IN HANDLING BUSINESS PAPERS, PERFORMING FILING AND RETRIEVAL OPERATIONS, AND PREPARING REPORTS. THE GUIDE SHOULD BE OF ASSISTANCE TO ADMINISTRATORS, SUPERVISORS, AND TEACHERS IN DEVELOPING AND ORGANIZING TRAINING PROGRAMS. THE MATERIALS WERE PREPARED BY THE STAFF OF SOUTH-WESTERN PUBLISHING COMPANY UNDER CONTRACT WITH THE U.S. OFFICE OF EDUCATION. THE COURSE OF STUDY FOR EACH OF NINE OFFICE OCCUPATIONS HAS BEEN PLANNED TO PROVIDE THE SPECIFIC SKILLS AND KNOWLEDGE NEEDED FOR EMPLOYMENT, AND TO GIVE EACH TRAINEE SOME BACKGROUND IN OFFICE FUNDAMENTALS. CLASS HOURS, OBJECTIVES OF THE UNIT, TEACHING TIPS, TOPIC OUTLINE, AND SUGGESTED TEXTS AND OTHER TEACHING MATERIALS ARE PRESENTED FOR 12 GENERAL AND FIVE SPECIALIZED OFFICE EDUCATION UNITS FOR THE OCCUPATIONS (1) CUT MAN (PRINTING AND PUBLICATIONS), (2) FILE CLERK I, (3) RECORD CLERK, (4) FILE CLERK II, (5) CLASSIFICATION CLERK, (6) LIBRARIAN (PRINTING AND PUBLICATIONS), (7) FINGERPRINT CLERK (BANKING), (8) RECORDS CUSTODIAN (BANKING), AND (9) BRAND RECORDER (GOVERNMENT SERVICE). SIX ADMINISTRATIVE OFFICE EDUCATION UNITS ARE PROVIDED FOR ADDITIONAL TRAINING REQUIRED BY SUPERVISORS, MANAGERS, AND OFFICIALS. JOB DESCRIPTIONS AND PREREQUISITES FOR TRAINING AND EMPLOYMENT ARE SHOWN FOR EACH OCCUPATION. SUGGESTED STANDARDS OF STUDENT ACHIEVEMENT, GUIDANCE AND APTITUDE TESTS AVAILABLE, SOURCES OF EDUCATIONAL MATERIALS, TYPICAL FACILTIES LAYOUTS, AND SUGGESTED EQUIPMENT ARE INCLUDED IN THE APPENDIXES. (PS)

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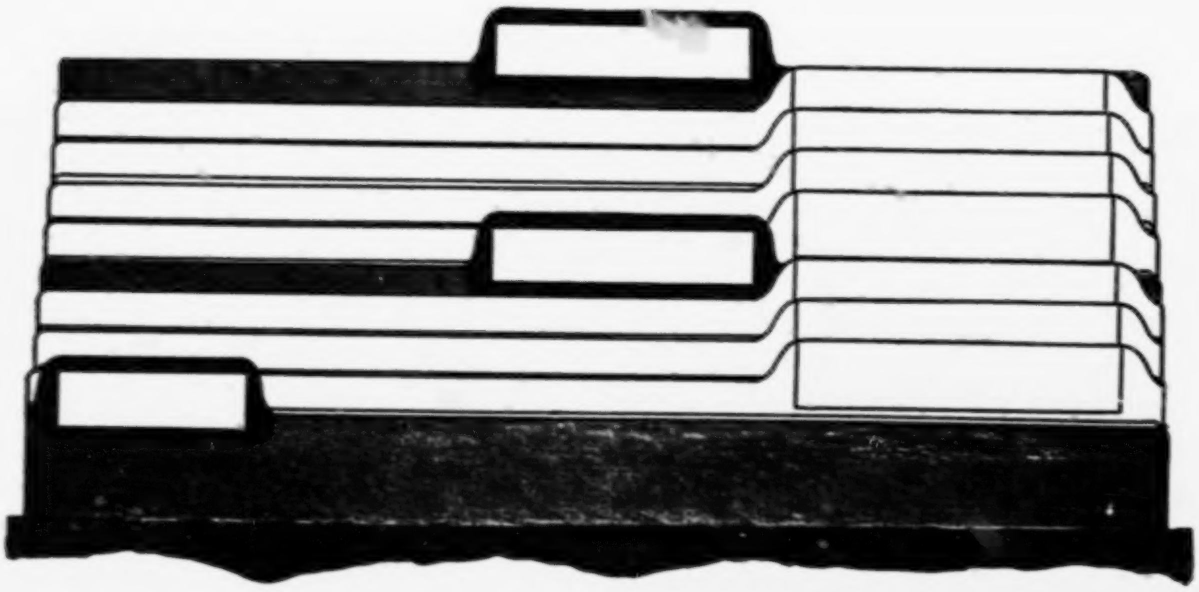

A SUGGESTED CURRICULUM GUIDE FOR

FILING AND RELATED OCCUPATIONS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

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FILING AND RELATED OCCUPATIONS

A Suggested Curriculum Guide

U.S. Department of Health, Education, and Welfare
John W. Gardner, Secretary

Office of Education
Harold Howe II, Commissioner

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FOREWORD

The demand for well-trained workers in office occupations calls for new and improved education programs to satisfy the need for increasing the Nation's reserve of skilled manpower. There is a place for trained office personnel with a wide range of performance competency and related work experience.

New and expanded vocational training courses should aid in satisfying the growing need for office occupations education. The placement of each trainee upon completion of the program is a desired goal of the office occupations program.

This guide has been prepared to provide suggested course content in filing and related occupations. The guide contains basic course material that with some adjustment may be used in developing and organizing courses for manpower development and training programs. The guide was designed to be of maximum assistance to administrators, supervisors, and teachers.

Local advisory groups should be utilized to assist school officials in putting together course content for training programs that develop the competencies needed to meet employer requirements in filing and related occupations.

The course outlines and other guide materials were prepared under contract by the staff of South-Western Publishing Company. All materials were reviewed by selected consultants from the fields of teaching and administration, and by specialists in the U.S. Office of Education. The final document reflects many of the suggested approaches offered by those who reviewed the manuscript.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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**Classifications are made and codes numbers are assigned according to the type of work supervised or managed.

A SUGGESTED CURRICULUM GUIDE FOR FILING AND RELATED OCCUPATIONS

INTRODUCTION

Technological and economic developments mean changing manpower needs in the United States in coming years. Expanded educational training efforts are required to assure that the rapidly growing work force will be trained to meet these shifting needs.

To be fully effective, training programs in office occupations education require surveys of manpower resources, community skill requirement studies, training program development, aptitude testing, counseling, trainee selection, referral to training programs, job development, referral to jobs, and follow-up of trainees. Training must be directed toward specific employment needs in the area where job openings exist or toward immediate probable needs of the future.

One expanding area of employment is the cluster of jobs centered around business and vocational Filing and Related Occupations. In order to physically handle the growing volume of business papers and correspondence, skilled people are required.

These suggested curricula provide a guide to the training of persons as qualified workers in handling business papers, performing filing and retrieval operations, and preparing numerous, necessary reports.

It is highly possible that, with the passing of time, technical changes will take place in the techniques involved in filing and retrieval operations. Possibly, with the advent of new business machines on the market, many changes may take place. However, regardless of changes affected, it will always be necessary for a qualified worker to exercise good judgment and to be proficient in the control and the handling of business papers.

It is suggested that periodic reviews of suggested curricula be conducted with a view to deleting learning units, adding learning units, changing subject content, and perhaps eliminating certain occupational training categories because of technological change.

The section of this guide entitled "About the Curricula" contains pertinent information about the design and objectives of the program. Also included in this guide are suggestions for making use of the unit outlines and programs for administrative and teaching purposes. Some of these administrative suggestions may be found under the heading of "Administrative Options."

The design of the curricula is sufficiently flexible to give local administrators and instructors wide latitude in planning and conducting courses which meet the needs of selected trainees. Local facilities and training needs will, to a large extent, determine how the suggested plans discussed in "About the Curricula" are to be adapted for use in particular programs for effective utilization of instruction time, a minimum of schedule-planning time, and optimum use of available training facilities.

Appendix A provides suggestions for evaluating trainee achievement. Achievement is matched with selected occupational competencies. Job descriptions from the 1965, third edition of the Dictionary of Occupational Titles and suggested position and training prerequisites are provided for each of the filing and related occupations.

Each subject unit includes a list of suggested texts, references, and other teaching aids. Additional materials that may be helpful to the teacher are listed in Appendix B. These lists include the more commonly used materials in the subject fields. As with the specific course content, the choice of teaching materials rests with local school administrators and instructors. Local business firms may provide additional useful teaching materials and resource persons.

The Sample Suggested Lesson Plan in Appendix B is included to assist the instructors in the preparation of teaching guides for individual lessons. It is not intended as an example to be rigidly followed, but is offered as an illustration of one way to develop an outline topic.

The basic goals are the accelerated development of skills used in specific business filing, and related occupations and to increase trainee understanding of basic office concepts and fundamental principles applicable to these fields. In view of the training goals, the teacher should provide useful and rewarding equipment operation and practical filing experiences for the trainee throughout the program wherever possible.

Training Provisions of The Vocational Education Act of 1963

Under the Vocational Education Act of 1963 office occupations training is provided at three levels; (1) entry general office worker and upgrading to skilled office worker, (2) entry specialized office technician and upgrading to office technician, (3) entry office administrative assistant and upgrading to executive administrative assistant.

The act not only makes provision for training of students above the age of 14, but it includes guidance and counseling in connection with vocational training. These specific provisions will enable the instructor, administrator, and guidance counselor to select trainees who can reasonably profit from the training. The selection of trainees should be based upon his possession of necessary attitudes, capacities, and aptitudes, in order to define and pursue a career objective and to be reasonably certain of employment expectancy within the local area.

In order to illustrate the magnitude of training available under The Vocational Education Act of 1963, the following sections of the act are quoted:

> "Section 1. It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State -- those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps -- will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.
>
> Section 4. (a) Except as otherwise provided in subsection (b), a State's allotment under section 3 may be used, in accordance with its approved State plan, for any or all of the following purposes:
>
> (1) Vocational education for persons attending high school;
>
> (2) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market;
>
> (3) Vocational education for persons (other than persons who are receiving training allowances under the Manpower Development and Training Act of 1962 (Public Law 87-415), the Area Redevelopment Act (Public Law 87-27), or the Trade Expansion Act of 1962 (Public Law 87-794) who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment;
>
> (4) Vocational education for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program;
>
> (5) Construction of area vocational education school facilities;
>
> (6) Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities."

CURRICULA OUTLINES

General Office Education Units (12)

Unit Title	Code	[Clock] Hours
Applied Office Mathematics	(OM)	30
Business Behavior and Psychology	(BBP)	30
Business Communication and Language Skills	(BC)	45
Filing and Filing Systems	(FS)	60
Indexing	(I)	15
Introduction to Office Services	(IO)	60
Office Practice I - General	(OP-I)	60
Principles of Mathematics	(MA)	30
Record Keeping	(RK)	60
Skill Typing	(ST)	60
Spelling and Vocabulary	(SV)	30
Typing I	(T-I)	60
Realistic Work Experience		

Specialized Office Education Units (5)

Unit Title	Code	[Clock] Hours
Adding and Calculating Machines	(AC)	60
Duplicating and Reproducing Machines	(DRM)	15
Key-Punch Operation	(KP)	30
Office Practice II - General	(OP-II)	75
Principles of Data Processing	(PDP)	60

Administrative Office Education Units (6)

Unit Title	Code	[Clock] Hours
Bookkeeping and Accounting I	(BA-I)	60
Bookkeeping and Accounting II	(BA-II)	60
Business Principles and Management	(BPM)	60
Correspondence and Report Writing	(CRW)	30
Economics of Office Administration	(EC)	30
Office Administration	(OA)	60

CURRICULA SYNOPSES

Each Filing and Related occupations training program is shown below with its suggested length in clock hours. A training week consists of five six-hour days totaling 30 hours of classroom instruction. Variations in the length of the training day may be made on the basis of trainee caliber and administrative judgment. The training programs are suggested in clock hours rather than conventional school days, weeks, or semesters, in order to make provision for latitude of complete curriculum building by the school administrator.

Occupation	D.O.T. No.	Length of * Program in (Clock) Hours
Cut Man (Print. & Pub.)	206.388	330
File Clerk I	206.388	540
Record Clerk	206.388	540
File Clerk II	206.388	765
Classification Clerk	206.388	450
Librarian (Print. & Pub.)	206.388	450
Fingerprint Clerk (Banking)	206.388	450
Records Custodian (Banking)	206.388	465
Brand Recorder (Govt. Ser.)	206.588	450

Daily Training Schedules

Since many of the occupational training programs have identical subject units for certain periods of time, trainees may be grouped in order to conserve teaching time, space, and facilities. Suggested daily training schedules are shown in the following tables. The tables show the hours of the day, the subject unit suggested for each hour, and the occupations for which the scheduling is appropriate. The code used for each subject unit can be found in the Curricula Outlines section.

* The Administrative Office Education Units are not reflected as shown on the following pages.

First Period - 180 (Clock) Hours

Occupational Training Group	Suggested Subject Unit by Hour					
	1	2	3 #	4	5	6
Cut Man (Print. & Pub.)	BBP	BC	BC / I	IO	RK	T-I
File Clerk I	BBP	BC	BC / I	IO	RK	T-I
Record Clerk	BBP	BC	BC / I	IO	RK	T-I
File Clerk II	BBP	BC	BC / I	IO	RK	T-I
Classification Clerk	BBP	BC	BC / I	IO	RK	T-I
Librarian (Print. & Pub.)	BBP	BC	BC / I	IO	RK	T-I
Fingerprint Clerk (Banking)	BBP	BC	BC / I	IO	RK	T-I
Records Custodian (Banking)	BBP	BC	BC / I	IO	RK	T-I
Brand Recorder (Govt. Ser.)	BBP	BC	BC / I	IO	RK	T-I

Second Period - 150 to 180 (Clock) Hours

Occupational Training Group	Suggested Subject Unit by Hour					
	1	2	3	4	5	6
Cut Man (Print. & Pub.)	MA	T-I	SV	IO	* RK	
File Clerk I	MA	T-I	SV	IO	RK	FS
Record Clerk	MA	T-I	SV	IO	RK	FS
File Clerk II	MA	T-I	SV	IO	RK	FS
Classification Clerk	MA	T-I	SV	IO	RK	FS
Librarian (Print. & Pub.)	MA	T-I	SV	IO	RK	FS
Fingerprint Clerk (Banking)	MA	T-I	SV	IO	RK	FS
Records Custodian (Banking)	MA	T-I	SV	IO	RK	FS
Brand Recorder (Govt. Ser.)	MA	T-I	SV	IO	RK	FS

A diagonal line in a particular period indicates that the instructor has the option of offering 15 (Clock) hours of each subject indicated or to split the period for 30 (Clock) hours and offer one-half hour each day of each subject.

* It should be noted that during the second training period, the Cut Man will have completed his entry level vocational competency of 330 classroom hours. His work experience program is still to be completed.

Third Period - 90 to 180 (Clock) Hours

Occupational Training Group	Suggested Subject Unit by Hour					
	1	2	3	4	5	6
File Clerk	FS	OP-I	OP-I	ST	OM	ST*
Record Clerk	FS	OP-I	OP-I	ST	OM	ST*
File Clerk	FS	OP-I	OP-I	ST	OM	ST
Classification Clerk	FS	OP-I	OP-I*			
Librarian (Print. & Pub.)	FS	OP-I	OP-I*			
Fingerprint Clerk (Banking)	FS	OP-I	OP-I*			
Records Custodian (Banking)	FS	OP-I	OP-I	DRM / *		
Brand Recorder (Govt. Ser.)	FS	OP-I	OP-I*			

* It should be noted that during the third training period, the File Clerk I and the Record Clerk will have completed their required entry level vocational competency of 540 classroom hours. Their work experience program is still to be completed. The Classification Clerk, Librarian, Fingerprint Clerk, and Brand Recorder will have completed their required entry level vocational education of 450 classroom hours; and the Records Custodian will have completed his required entry level vocational competency of 465 classroom hours. Their work experience program is still to be completed.

Fourth Period - 180 (Clock) Hours

Occupational Training Group	Suggested Subject Unit by Hour					
	1	2	3	4	5	6
File Clerk II	KP	OP-II	OP-II	AC	AC	PDP

Fifth Period - 45 (Clock) Hours

(1½ Weeks)

Occupational Training Group	Suggested Subject Unit by Hour					
	1	2	3	4	5	6
File Clerk II	PDP	PDP	OP-II	OP-II	PDP	PDP*

* It should be noted that during the fifth training period, the File Clerk II will have completed his required entry level vocational competency of 765 classroom hours. Their work experience program is still to be completed.

ABOUT THE CURRICULA

These suggested curricula differ from those offered in most educational institutions in that major emphasis is placed upon skill and knowledge development for specific Filing and Related office occupations described in the 1965, third edition of the Dictionary of Occupational Titles. These curricula are based upon the recorded career objectives of each individual student and should include required realistic work experience as part of his total program.

The curricula objectives provide a framework of suggested studies qualifying trainees to hold certain jobs in Filing and Related office occupations. The suggested framework is sufficiently flexible to permit adaptation of the program at local levels according to community needs and availability of facilities, equipment, and teaching time.

The course of study for each of the nine office occupations has been planned to provide the specific skills and knowledges needed for employment, and to give each trainee some background in office fundamentals. Subjects for each occupational course of study are drawn from General Office Education Units. Some occupational courses of study require the trainee to study certain Specialized Office Education Units. The General Office Education Units section is comprised of those subjects common to two or more occupations. The subject content of these units will serve to orient the trainee to office work and provide certain prerequisite skills. It can also be used to refresh the trainee with information or skills previously acquired but forgotten through disuse.

Several of the General Office Education Units were included in suggested curricula previously developed by the U.S. Office of Education under the Manpower Development and Training Act of 1962, as amended. The units were reviewed and changed to fit the needs of the Filing and Related Occupations curricula outline. Suggested curricula changes reflect a desire to reduce the training time.

The Specialized Office Education Unit outlines, texts, and other teaching aids are germane to the specific occupation under which they are grouped. Job descriptions and prerequisites for training and employment are shown for each occupation. To the extent possible, the subject content of the Specialized Office Education Units will permit adaptation by the teachers to suit the needs for training and employment within each community.

The subjects suggested for each occupational program were developed to correspond to job descriptions detailed in the 1965, third edition of the Dictionary of Occupational Titles. Since these job descriptions are general in nature, having been compiled from many sources in different locations, it is envisioned that programs may have to be adjusted to local conditions.

Programs are sufficiently broad to permit adaptation to changes being effected daily in data processing equipment, office techniques and terminology, and the demand for certain job skills. Each program is planned to strike a balance between general knowledge and acquisition of job skills.

The suggested curricula do not attempt to provide detailed subject units to the extent usually found in a teacher's manual. Because of such factors as trainee group knowledge, extent of review required, and individual methods of presentation, the sequence of topics in the curricula is left to the discretion of the individual teacher. Since the teacher is an individualist and may prefer his own techniques of presentation of subject matter, no attempt has been made to restrict individual effort or originality. In addition, local program administrators and teachers are encouraged to develop detailed lesson plans and obtain appropriate teaching aids. Helpful supplemental materials are to be found in the suggested texts, references, films, and other instructional materials lists.

Typing I, Business Communication and Language Skills, and Spelling and Vocabulary courses are scheduled early in the training program in order to motivate the trainee and to develop a usable foundation upon which to build subsequent courses. Typing I, Business Communication and Language Skills, and Spelling and Vocabulary provide the trainee with knowledge which he will be able to utilize in the completion of his program.

Trainees enrolled in the program are expected to have a working knowledge of English and elementary arithmetic. Several of the units allow for a review of these important basic subjects, but the need for depth of review must be assessed by the local instructor. It is imperative for the trainee to have a background of fundamental education in order to interpret instructions both verbal and written.

The Spelling and Vocabulary unit will teach the trainee communications skills needed in office work and for study purposes. The unit builds vocabulary, improves spelling, and reviews basic English grammar.

When possible, learning experiences or units should be grouped in order to simulate conditions of office work. Local availability of teachers and facilities will determine the feasibility of this method. One method of unit grouping is shown in the Curricula Synopses section.

In the skill development subjects, such as Business Behavior and Psychology, lectures and discussions should be kept to the minimum required for understanding procedures and operating instructions. As much time as possible should be devoted to actual trainee practice by simulating actual office conditions.

In the social business subjects a variety of methods should be used. Role playing, case analysis, group discussion, lectures, and motion pictures—all can be used effectively. Varied presentation can serve to heighten interest, participation, and learning. Although a special unit has not been included in the curricula for developing proper study habits, teachers and administrators should stress this area. Many booklets and pamphlets are available for helping trainees to develop these important capacities.

Periodic progress checks should be made throughout each unit to evaluate trainee progress toward meeting the Suggested Standards of Achievement. In addition, these checks serve as a guide for reviewing material that may not have been fully learned.

The teacher should consider using resources of the community for assistance with training. Guest speakers from business and industry can assist with special topics and, in addition, can help trainees relate their activities to local business needs and standards.

The greatest challenge for teachers may lie in building the morale of the trainees. Motivation and morale building should be a part of every class and practice period. It is suggested that teachers make an effort early in the program toward establishing a teaching climate which will heighten and maintain the trainee's interest. The success of the program can be judged by the number of trainees who will become gainfully employable in careers at the conclusion of their entry level vocational education.

Administrative Options

The Curricula Synopses section shows typical programs for each of the occupations. These programs are based on six-hour days of instruction. It is recognized that variations in this scheduling may have to be made to suit local conditions and to provide an opportunity for the introduction of required courses other than specific vocational training. To facilitate administration of the programs and hold the required number of teachers and teaching hours to a minimum, subjects have been grouped to enable one teacher to handle combined groups of trainees at the same time. The number of trainees that may meet in a combined session should be compatible with good teaching practice in terms of span of control, instructional methods, and equipment availability.

The curricula for the nine office occupations have been planned to develop the abilities needed for employment. Before starting the specialized occupational units, the trainee should have skills and knowledge equivalent to that gained from those general office education units suggested as pertinent to his occupation. In order to plan an appropriate program, the trainee's previously acquired abilities and educational background should be evaluated against the Standards of Achievement listed for the required basic units. If the trainee already has acceptable skills in some areas, the instructor or administrator may delete units from the trainee's program and substitute units which would have been given at another time. In this way, subject units can be rearranged to form a more appropriate and meaningful sequence for certain trainees, and the time needed for the development of employable skills can be shortened or the quantity of training expanded by substitution of other training units in which the trainee has not been previously qualified.

For example, it may prove obvious to the instructor that a trainee has an excellent background in Spelling and Vocabulary. If the trainee's skill in this subject compares favorably with the Suggested Standards of Achievement listed for Spelling and Vocabulary, this particular course may be deleted from his program. The training period could thus be shortened for those trainees presenting this type of achievement, and the trainee could be considered employable at an earlier date. Careful screening of the trainee should disclose the nature and extent of his background. Such pertinent information should be made available to the local program administrator.

Due to this possibility of certain courses being deleted from a trainee's program, some topics have been repeated in certain units. This repetition of topics serves two purposes: to expose trainees to areas of subject content that they may have missed and, in other instances, the topic can be used for refresher purposes.

Supervisory Training Information

In view of the requirements for the occupations in Administrative Specialization and Managers' and Officials' occupations, trainees selected for these supervisory programs should have exhibited considerable potential to the group responsible for selection. Some trainees for supervisory positions may have more education and experience than some other trainees. However, the suggested programs for these occupations outlined in the Curricula Synopses section assume little prior experience or education in the clerical field except in the computational and Language Skills areas. As in the other occupational programs, a trainee who enters with certain demonstrable skills and knowledge may have unnecessary subject units deleted from his program of study.

Supervisors, managers, and officials may become responsible for numerous office activities such as bookkeeping, typing, or filing. However, local employment opportunities should determine the trainee's specific area of concentration. Since the areas of specialty cannot be foreseen, the curricula provide a generalized office education to equip the supervisory trainee with basic skills in several areas. These skills can be augmented by on-the-job training.

Dictionary of Occupational Titles References

In the compilation of job classifications and suggested course outlines the Dictionary of Occupational Titles, 3rd ed., 1965 was extensively, but not exclusively, used. After a specific occupational title is found in Volume I and define, it then becomes necessary for the teacher or administrator to transfer this occupational title to an occupational division in Volume II. The D.O.T. number offers a clue to the occupational division, occupational family, and the occupational category. It should be noted that the majority of the occupational titles considered in this guide are categorized as Filing and Related Occupations, which carries a D.O.T. number of 206. The first three digits of the D.O.T. number provide the instructor with the occupational grouping of the job classifications. The second three digits (to the right of the decimal point) are important to instructors, administrators, and guidance personnel since they provide the key to the work performed, worker requirements, clues for relating applicants and requirements, training and methods of entry, and qualifications profile for a trainee or worker in each job classification.

It is strongly recommended that all personnel involved in vocational training have access to, and use extensively, the D.O.T. for the selection of trainees and for the specificity of general office education and specialized units of instruction. The following is quoted directly from the Dictionary of Occupational Titles:

Explanation of Relationships Within Data, People, Things Hierarchies

Much of the information in the third edition of the Dictionary is based on the premise that every job requires a worker to function in relation to Data, People, and Things, in varying degrees. These relationships are identified and explained below. They appear in the form of three hierarchies arranged in each instance from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes the more complex. The identifications attached to these relationships are referred to as worker functions, and provide standard terminology for use in summarizing exactly what a worker does on the job by means of one or more meaningful verbs.

A job's relationship to Data, People, and Things can be expressed in terms of the highest appropriate function in each hierarchy to which the worker has an occupationally significant relationship, and these functions taken together indicate the total level of complexity at which he must perform. The last three digits of the occupational code numbers in the Dictionary reflect significant relationships to Data, People, and Things, respectively. These last three digits express a job's relationship to Data, People, and Things by identifying the highest appropriate function in each hierarchy to which the job requires the worker to have a significant relationship, as reflected by the following table:

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
Synthesizing	0 Mentoring	0 Setting-Up
Coordinating	1 Negotiating	1 Precision Working
Analyzing	2 Instructing	2 Operating-Controlling
Compiling	3 Supervising	3 Driving-Operating
Computing	4 Diverting	4 Manipulating
Copying	5 Persuading	5 Tending
Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
No significant relationship	7 Serving	7 Handling
	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.
1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.
2 Analyzing: Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.
3 Compiling: Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.
4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.
5 Copying: Transcribing, entering, or posting data.
6 Comparing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 Diverting: Amusing others.

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting-Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Set-up involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines, and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move, guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

GENERAL OFFICE EDUCATION UNITS

APPLIED OFFICE MATHEMATICS (OM)

Hours Required

Class: 1 hour daily

Total: 30 hours

Description

Basic and specialized principles of business mathematics are applied to payrolls, retailing, financing, insurance, and taxation. The work in this unit should concentrate on practical applications in several fields.

Teaching Tips

The teacher should stress the importance of mathematics in business as it applies in all areas of financial involvement. For additional details and suggestions see U.S. Office of Education publication Electronic Business Data Processing Equipment Occupations. Washington, D.C.: U.S. Government Printing Office, 1964, 113 pp., 70¢, Catalog No. FS5.286:86010.

Topic Outline

I. Payrolls Preparation
II. Purchasing and Selling
III. Business Financing
IV. Insurance
V. Taxation

TOPIC I - PAYROLLS PREPARATION

A. Straight salary

B. Time payment (hourly wage system) - time cards

C. Piece work wage systems

D. Use of withholding tax tables

E. Currency memorandum

TOPIC II - PURCHASING AND SELLING

A. Trade discounts

B. Series of discounts and single equivalent rate

C. Cash discounts

D. Invoices

E. Markups and markdowns

F. Excise and retail sales taxes

G. Commissions

H. Distributions by departments

TOPIC III - BUSINESS FINANCING

A. Interest--simple and compound

B. Installment buying and selling

C. Small loan agencies

TOPIC IV - INSURANCE

A. Fire and theft - business assets

B. Automobile - business car or truck

C. Life - proprietor

TOPIC V - TAXATION

A. Real estate taxes on business property

B. Federal and state income taxes of proprietor

C. Social Security taxes for self employed and employees

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Hindle, John H., and Feldman, Harold. Mathematics in Business. Boston, Massachusetts: Allyn and Bacon, Inc., 1963.

Huffman, Harry. Programmed Business Mathematics, Parts I, II, and III. New York: McGraw-Hill Book Co., Inc., 1962.

Kanzer, E. M., and Schaaf, W. L. Essentials of Business Arithmetic. Boston, Massachusetts: D. C. Heath and Co., 1960.

Layton, W. I. Business Arithmetic. New York: John Wiley & Sons, Inc., 1965.

Lowenstein, L. L. Mathematics in Business. New York: John Wiley & Sons, Inc., 1958.

McMackin, F. J.; Marsh, J.A.; and Baten, C. E. Arithmetic of Better Business. Boston: Ginn & Co., 1959.

McNelly, A. E.; Adams, L. J.; and Olson, Milton C. Business and Consumer Arithmetic. 5th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Piper, Edwin B., and Gruber, Joseph. Applied Business Mathematics. 8th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Rosenberg, R. Robert, and Lewis, Harry. Business Mathematics. 6th ed. New York: McGraw-Hill Book Co., Inc., 1963.

BUSINESS BEHAVIOR AND PSYCHOLOGY (BBP)

Hours Required

Class: 1 hour daily Total: 30 hours

Description

This unit is designed to give the trainee an understanding of accepted personal and business behavior traits. The course provides an introduction to the understanding of interpersonal relationships, personality, and efficiency in relation to other employees. It is designed to illustrate to the trainee the needed intangibles of personal conduct and personnel understanding in order to succeed in a business society.

Teaching Tips

The teacher should emphasize the effect one's personal affairs have on his success in the office.

Topic Outline

I. Develop Your Personality
II. Personality and Communication
III. Personal Affairs and Effect on Business Proficiency
IV. Psychology and Human Relations in the Office
V. Success on the Job
VI. Group Association

TOPIC I - DEVELOP YOUR PERSONALITY

A. Self-improvement physical
  1. Self-analysis
  2. Good grooming
  3. Attire

    4. Personal health

- B. Self-improvement, emotional
    1. Acceptance of yourself
    2. Acceptance of others
    3. Nervous tension

TOPIC II - PERSONALITY AND COMMUNICATION

- A. The power of words
- B. Communication with others
- C. Telephone personality
- D. Personality projection

TOPIC III - PERSONAL AFFAIRS AND EFFECT ON BUSINESS PROFICIENCY

- A. Managing income
- B. Managing expenditures
- C. Work organization

TOPIC IV - PSYCHOLOGY AND HUMAN RELATIONS IN THE OFFICE

- A. Human relations
    1. Human relations in personal situations
    2. Human relations in business situations
    3. Human relations and hostile environment
    4. Human relations in good working environment
    5. Working together
- B. Business psychology
    1. Business psychology in personal life
    2. Business psychology in the office
    3. Psychology--"His" and "Hers"

TOPIC V - SUCCESS ON THE JOB

- A. Attitudes
    1. Attitude toward job
    2. Attitude toward responsibilities
    3. Attitude toward others
- B. Personal efficiency
    1. Organizing work
    2. Understanding personal needs
    3. Concentration

TOPIC VI - GROUP ASSOCIATION

- A. Part of the team
- B. Understand others' wants
- C. Understand others' needs
- D. Your place in the group picture
- E. Your growth in relation to others

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L., and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Agnew, Peter L.; Meehan, James R.; and Oliverio, Mary Ellen. Secretarial Office Practice. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Becker, Esther. Success and Satisfaction in Your Office Job. New York: Harper and Bros., 1954.

Crane, George W. Psychology Applied. Chicago, Illinois: Hopkins Syndicate, Inc., 1964.

Davis, Keith. Human Relations in Business. New York: McGraw-Hill Book Co., Inc., 1957.

Duvall, Sylvanus M. Art and Skill of Getting Along With People. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Giles, Lambert L. Charting Your Job Future. Chicago, Illinois: Science Research Associates, 1957.

Hovland, Carl I. Communication and Persuasion. New Haven: Yale University Press, 1953.

Keily, Helen J., and Walters, R. G. How to Find and Apply for a Job. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

King, Eleanore. Guide to Glamour. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

Laird, Donald A., and Laird, Eleanor C. Practical Business Psychology. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1961.

Manpower, Inc. Manpower White Glove Training Manual. New York: Manpower, Inc., 1964.
Russon, Allien. Business Behavior. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

BUSINESS COMMUNICATION
AND
LANGUAGE SKILLS (BC)

Hours Required

Class: 1 hour daily   Total: 45 hours

Description

This unit reviews basic grammar, sentence structure, punctuation, and the use of reference materials. The emphasis is upon business usage of the language and, after the review of fundamentals, attention is given to both oral and written communications.

Teaching Tips

The teacher should pretest to determine the trainee's basic grammar comprehension. It is suggested that attention be given to all forms of business communication and their effect on successful business operation. Trainees should be given practice in writing, speaking, and interpreting business communications and language skills using common business vocabulary. Special attention should be given to the development of the art of listening.

Topic Outline

I. Use of the Language
II. Sentence and Paragraph Structure
III. Parts of Speech
IV. Capitalization and Punctuation
V. Use of Reference Materials
VI. Written Communications
VII. Speech Fundamentals

TOPIC I - USE OF THE LANGUAGE

A. Importance of good communication

B. Importance of correct form

C. Common errors

D. Penmanship

E. Special business vocabularies

TOPIC II - SENTENCE AND PARAGRAPH STRUCTURE

A. Simple sentences

B. Compound and complex sentences

C. Effective sentences and paragraphs

TOPIC III - PARTS OF SPEECH

A. Nouns

B. Pronouns

C. Verbs

D. Adjectives

E. Adverbs

F. Prepositions

G. Conjunctions

TOPIC IV - CAPITALIZATION AND PUNCTUATION

A. Proper nouns

B. Special uses of capitalization

C. Punctuation

TOPIC V - USE OF REFERENCE MATERIALS

A. Dictionary

B. Thesaurus

C. Secretarial handbook

TOPIC VI - WRITTEN COMMUNICATIONS

A. Memoranda

B. Business letters

C. Reports

TOPIC VII - SPEECH FUNDAMENTALS

A. Use and control of the voice

B. Conversational speech

C. Formal speeches

D. Telephone usage

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Anderson, Ruth I.; Straub, Lura Lynn; and Gibson, E. Dana. Word Finder. 2nd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Aurner, Robert R., and Burtness, Paul S. Effective English for Business. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Baty, Wayne M. English for Business. Belmont, California: Wadsworth Publishing Co., Inc., 1966.

Gavin, Ruth E., and Hutchinson, E. Lillian. Reference Manual for Stenographers and Typists. New York: McGraw-Hill Book Co., Inc., 1961.

Hagar, Hubert A.; Stewart, Marie M.; and Hutchinson, E. Lillian. Business English. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1953.

______________________. Business English and Letter Writing. New York: McGraw-Hill Book Co., Inc., 1963.

Handy, Ralph S., and Clifton, Katherine. Business English In Practice. 2nd ed. New York: Pitman Publishing Corp., 1956.

Henderson, L. Business English Essentials. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1965.

Johnson, H. Webster, and McFarland, Stuart W. How to Use the Business Library. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1957.

Lamb, Marion M. Word Studies. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Larsen, Lenna A., and Koebele, Apollonia M. Reference Manual for Office Employees. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Leslie, Louis A. 20,000 Words, Spelled and Divided. 5th ed. New York: McGraw-Hill Book Co., Inc., 1965.

Mayo, Lucy G. Communications Handbook for Secretaries. New York: McGraw-Hill Book Co., Inc., 1958.

Nanassy, Louis C., and Selden, William. Business Dictionary. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Normal, Lewis. The New Roget's Thesaurus of the English Language in Dictionary Form. Garden City, New York: Garden City Books, 1961.

Parkhurst, Charles C. English for Business. 4th ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Schachter, Norman. English the Easy Way. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Silverthorn, J. E. Word Division Manual. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Stewart, Marie M.; Hutchinson, E. Lillian; Lanham, Frank W.; and Zimmer, Kenneth. Business English and Communication. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1961.

Tressler, J. C., and Lipman, M. C. Business English In Action. 2nd ed. Boston, Massachusetts: D. C. Heath & Co., 1957.
West, Leonard. 300 Commas. New York: McGraw-Hill Book Co., Inc., 1964.

FILING AND FILING SYSTEMS (FS)

Hours Required

Class: 1 hour daily Total: 60 hours

Description

This unit provides the trainee with intensive training in basic filing principles and in the techniques of records control. After completing this unit the trainee should have no difficulty in understanding and using any filing system.

Teaching Tips

Alphabetic indexing is not treated as a separate topic since it is assumed that the trainee will have had alphabetic indexing as a prerequisite. It is suggested that the teacher conduct realistic visitations to businesses to show several different filing systems in operation.

Topic Outline

I. Purpose of Filing and Records Control
II. Alphabetic Correspondence Filing
III. Other Filing Methods
IV. Records Management
V. Application

TOPIC I - PURPOSE OF FILING AND RECORDS CONTROL

A. Reasons for storing records

B. Need for retrieval and reference

C. Scope of filing

TOPIC II-ALPHABETIC CORRESPONDENCE FILING

A. Organization
  1. Arrangement of guides and folders
  2. Positions of folders
  3. Expansion

B. Procedures
  1. Routine receipt processing
  2. Key titles
  3. Coding
  4. Cross referencing
  5. Sorting

C. Controls
  1. Requisition
  2. Charge out
  3. Recovery

D. Types of alphabetic systems

TOPIC III - OTHER FILING METHODS

A. Numeric

B. Alpha-numeric

C. Geographic

D. Subject

E. Alpha-numeric subject

TOPIC IV - RECORDS MANAGEMENT

A. Transfer and storage
  1. Equipment
  2. Methods
  3. Records retention policies
  4. Protection
  5. Disposing of records

B. Establishing a filing system

C. Nature of card systems

D. Vertical files

E. Visible systems

F. Power systems

G. Data processing and microfilming
  1. Punched-card systems
  2. Integrated data processing systems
  3. Electronic data processing systems
  4. Microfilm retrieval

TOPIC V - APPLICATION

At this point it is suggested that the instructor have the trainees work, under supervision, on an information retrieval project. Time may be taken during this part of the unit to visit several local firms in order to see various filing systems in operation.

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L., and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Bassett, Ernest D., and others. Business Filing and Records Control. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Griffin, Mary C. Records Management. Boston, Massachusetts: Allyn and Bacon, 1964.
Guthrie, M. R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Kahn, Gilbert, and others. Progressive Filing and Gregg Quick-Filing Practice. 7th ed. New York: McGraw-Hill Book Co., Inc., 1962.
Muniz, Alfredo, and de Gorbea, Josefina Q. Sistemas y Metodos de Archivar. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1952.
Selden, William H., and others. Filing and Finding. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.
Weeks, Bertha. Filing and Records Management. 3rd ed. rev. New York: The Ronald Press Co., 1964.

Practice Materials

Bassett, Ernest D., and others. Filing Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Fahrner, William F., and Gibbs, William E. Basic Rules for Alphabetic Filing, Programmed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.
Filing Practice Set. Baltimore, Maryland: H. M. Rowe Co., 1964.
Filing Practice Workbook. 2nd ed. New York: Pitman Publishing Corp., 1958.
Guthrie, M. R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Indexing and Filing Workbook. Baltimore, Maryland: H. M. Rowe Co., 1964.
Kahn, Gilbert, and others. Practice Materials for Progressive Filing. 7th ed. New York: McGraw-Hill Book Co., Inc., 1961.
Practica de Archivar para Oficinas. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Principles of Indexing and Filing. 4th ed. Baltimore, Maryland: H. M. Rowe Co., 1964.

INDEXING (I)

Hours Required

Class: 1 hour daily Total: 15 hours

Description

This unit is designed to aid the general trainee to develop an understanding of, and an appreciation for, the need for keeping orderly records. A thorough working knowledge of the rules and principles of alphabetic indexing is given to the trainee.

Teaching Tips

Although the emphasis in this unit should be placed on alphabetic indexing and retrieval, some discussion and practice should be given to geographic and numeric indexing systems. The trainee must be instructed in the necessity for accuracy and attention to detail. Practice should be given at frequent intervals to develop manual dexterity, to provide positive instruction in alphabetic indexing, and to illustrate methods of retrieval. This unit should be a required prerequisite for Filing and Filing Systems.

Topic Outline

I. Why Maintain Files?
II. Nature and Scope of Alphabetic Indexing
III. Basic Rules for Alphabetic Indexing
IV. Filing Materials and Retrieval
V. Types of Alphabetic Indexing Systems

TOPIC I - WHY MAINTAIN FILES?

A. Purpose of keeping information

B. Future uses of information

C. Need to retrieve previous information

D. Qualifications for filing position

TOPIC II - NATURE AND SCOPE OF ALPHABETIC INDEXING

A. Knowledge of alphabetic sequences

B. Knowledge of abbreviations

C. How a filing system is organized

D. Alphabetic card filing
  1. Card file
  2. Card guide
  3. Organization of card file
  4. Variations in systems

TOPIC III - BASIC RULES FOR ALPHABETIC INDEXING

A. Terms and indexing vocabulary
  1. Indexing
  2. Indexing unit
  3. Coding
  4. Filing order
  5. Natural order
  6. Alphabetic filing order
  7. Names

B. Rules for indexing
  1. Names of individuals
  2. Titles and degrees
  3. Abbreviations
  4. Business names
  5. Numbers in business names
  6. Possessives
  7. Compound names and words
  8. Unusual and foreign names
  9. Cross references
  10. Deviations from basic rules
  11. Governmental units
  12. Other names and addresses

TOPIC IV - FILING MATERIALS AND RETRIEVAL

A. Geographic location indexing

B. Use of numeric indexing files

C. Cross referencing

D. Techniques of information retrieval

TOPIC V - TYPES OF ALPHABETIC INDEXING SYSTEMS

A. Use of practice materials

B. Field trips to local businesses

At this point the trainee should be well enough versed in indexing to be able to appreciate the techniques of alphabetic filing used in business. It is suggested that several field trips be made to observe the application of principles discussed in the classroom.

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L., and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.
Bassett, Ernest D., and others. Business Filing and Records Control. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Griffin, Mary C. Records. Management. Boston, Massachusetts: Allyn and Bacon, 1964.
Kahn, Gilbert, and others. Gregg Quick Filing Practice. New York: McGraw-Hill Book Co., Inc., 1965.
__________, and others. Progressive Filing and Gregg Quick Filing Practice. 7th ed. New York: McGraw-Hill Book Co., Inc., 1962.
Muniz, Alfredo, and de Gorbea, Josefina Q. Sistemas y Metodos de Archivar. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1952.
Selden, William H., and others. Filing and Finding. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.
Weeks, Bertha. Filing and Records Management. 3rd ed. rev. New York: The Ronald Press Co., 1964.

Practice Materials

Bassett, Ernest D., and others. Filing Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Fahrner, William F., and Gibbs, William E. Basic Rules for Alphabetic Filing, Programmed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.
Filing Practice Set. Baltimore, Maryland: H. M. Rowe Co., 1964.
Filing Practice Workbook. 2nd ed. New York: Pitman Publishing Corp., 1958.
Guthrie, M. R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Indexing and Filing Workbook. Baltimore, Maryland: H. M. Rowe Co., 1964.
Kahn, Gilbert, and others. Practice Materials for Progressive Filing. 7th ed. New York: McGraw-Hill Book Co., Inc., 1961.
Practica de Archivar para Oficinas. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Principles of Indexing and Filing. 4th ed. Baltimore, Maryland: H. M. Rowe Co., 1964.

INTRODUCTION TO OFFICE SERVICES (IO)

Hours Required

Class: 1 hour daily

Total: 60 hours

Description

The principal objectives of this unit are to give the student an understanding of the nature of business and the many services performed by the large variety of businesses.

Teaching Tips

This unit should be basic in the preparation of trainees expecting to enter the field of office occupations. The teacher should keep in mind that all topics should be taught as they apply to office operation rather than for personal application.

Topic Outline

I. Financial and Banking Services
II. Sharing Business Risks (Insurance)
III. Modern Communication Services
IV. Transportation Services
V. Sources of Business Information
VI. Our Business and Economic World

TOPIC I - FINANCIAL AND BANKING SERVICES

A. Importance of money

B. Services of banks

C. Checking accounts
   1. Opening an account
   2. Writing checks
   3. Handling checks

D. Counterfeit money

TOPIC II - SHARING BUSINESS RISKS (INSURANCE)

A. Automobile insurance (business vehicles)

B. Fire insurance (business assets)

C. Life insurance (proprietor)

D. Other types of insurance

E. Pensions and social security

TOPIC III - MODERN COMMUNICATION SERVICES

A. Telephone services

B. Telegraph services

C. Communication by letter, including postal services

TOPIC IV - TRANSPORTATION SERVICES

A. Freight
   1. Railroad
   2. Trucks
   3. Ships
   4. Airplanes
   5. Pipe lines

B. Express

C. Mail

TOPIC V - SOURCES OF BUSINESS INFORMATION

A. Directories - city, telephone, government, special, etc.

B. Almanacs

C. Dictionary

D. Postal guides

E. Statistical reference books

TOPIC VI - OUR BUSINESS AND ECONOMIC WORLD

A. Business organization

B. Government regulation of business

C. Government taxation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Aberle, John W.; Sielaff, Theodore J.; and Mayer, Forrest L. General Business for Today and Tomorrow. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959.
Business Practice Set. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.
Crabbe, Ernest H.; DeBrum, S. Joseph; and Haines, Peter. General Business. 9th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.
Fancher, Charles, and Gallagher, J. Francis. Business Fundamentals for Everyone. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1958.
Fritz, Noble. Introductory Business Practice. New York: McGraw-Hill Book Co., Inc., 1966.
Polishook, William M. Today's General Business. Boston, Massachusetts: Ginn & Co., 1959.
Price, Ray G.; Musselman, Vernon A.; Hall, J. Curtis; and Weeks, Edwin E., Jr. General Business for Everyday Living. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1966.
Reed, Clinton A.; Conover, Hobart H.; and Stearns, Robert E. Introduction to Business. Boston, Massachusetts: Allyn and Bacon, Inc., 1963.
Roman, John C., and Finch, Robert. Family Financial Management Set. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
Scott, Wesley E.; Kane, Fred; Kirk, John G.; and Buckley, Harold B. Everyday Consumer Business. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959.

OFFICE PRACTICE I - GENERAL (OP-I)

Hours Required

Class: 1 hour daily Total: 60 hours

Description

This unit of instruction is designed to equip trainees with an overview of clerical office routines necessary to the successful operation of a business. It will aid the trainee in mastering certain office duties and routines that have not been included in other basic courses, such as handling the mail, reception work, stock records, business forms, and others.

Teaching Tips

The teacher should concentrate on providing the trainee with refresher training of once learned understandings and skills which have been partially lost and to provide the trainee with an integration of the old and the new office understandings and skills by means of realistic, simulated office assignments. One of the major objectives of a course in general office practice is to bridge the gap between the classroom and the office. The instructor should invite experienced office workers into the class to discuss their duties, responsibilities, and the general nature of their work. Practical experience should be offered the trainee either through the simulated office in the classroom or cooperative or directed work experience on the job.

Topic Outline

I. Office Work as a Career
II. Review of Basic Clerical Skills
III. Preparing Business Forms
IV. Mail and Messenger Service
V. Office Communications
VI. Stock Records
VII. Office Machines and Typewriting Production

TOPIC I - OFFICE WORK AS A CAREER

A. Place in office
   1. Variety of jobs
   2. Rewards
   3. Promotion possibilities

B. Personal traits
   1. Good grooming
   2. Getting along with others
   3. Efficiency

TOPIC II - REVIEW OF BASIC CLERICAL SKILLS

A. Handwriting, spelling, vocabulary

B. Arithmetic calculations

C. Typewriting

D. English usage

TOPIC III - PREPARING BUSINESS FORMS

A. Purchases
   1. Requisition
   2. Order
   3. Invoice

B. Sales
   1. Slip
   2. Invoice
   3. Billing
   4. Data

C. Statements

TOPIC IV - MAIL AND MESSENGER SERVICE

A. Incoming mail
   1. Opening, dating, sorting
   2. Routing

B. Outgoing mail
   1. Folding and inserting
   2. Postage
   3. Classes of mail
   4. Mailing lists

C. Messenger service

TOPIC V - OFFICE COMMUNICATIONS

A. Interoffice communications
   1. Manual
   2. Mechanical

B. Telegrams, cablegrams, radiograms

C. Telephone
   1. Telephone personality
   2. Messages
   3. Outgoing calls
   4. Incoming calls
   5. Use of directory
   6. Types of telephones

D. Switchboards

TOPIC VI - STOCK RECORDS

A. Receiving

B. Stockkeeping
   1. Requisitions
   2. Inventory

C. Shipping
   1. Methods
   2. Marking
   3. Terms
   4. Bill of lading

TOPIC VII - OFFICE MACHINES AND TYPEWRITING PRODUCTION

A. Office calculators

B. Duplicating processes

C. Typing from handwritten copy, number typing, form fill-ins, etc.

D. Typewriting production problems

E. Cash register operation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available materials), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L. Machine Office Practice. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

______________, and Cornelia, Nicholas J. Office Machines Course. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

______________, and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Archer, Fred C.; Brecker, Raymond C.; and Frakes, John C. General Office Practice. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Bassett, Ernest D.; Agnew, Peter L.; and Goodman, David G. Business Filing and Records Control. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Briggs, Milton. Mathematics Skill Builder. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Fahrner, William F., and Gibbs, William E. Basic Rules of Alphabetic Filing, Programmed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Fasnacht, Harold D., and Bauernfeind, Harry B. How to Use Business Machines. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1962.

Fisher, Robert. Intensive Clerical and Civil Service Training. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Friedman, Sherwood, and Grossman, Jack. Applied Clerical Practice. 2nd ed. New York: Pitman Publishing Corp., 1962.

____________________________________. Modern Clerical Practice. 2nd ed. New York: Pitman Publishing Corp., 1959.

Goodfellow, Raymond C., and Rosenberg, Henry J. Projects in Clerical Practice. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1957.

Guthrie, Mearl R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Hadley, R., and Thistlewaite, R. Payroll Recordkeeping. 5th ed. New York: McGraw-Hill Book Co., Inc., 1965.

Johnson, H. Webster. How to Use the Business Library. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Johnson, Mina M., and Pactor, Paul. Ten-Key Adding Machine Course. New York: Pitman Publishing Corp., 1956.

Kahn, Gilbert; Yerian, Theodore; and Stewart, Jeffrey R. Progressive Filing. 7th ed. New York: McGraw-Hill Book Co., Inc., 1961.

Keily, Helen J., and Walters, R. G. How to Find and Apply for a Job. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Kirk, John G.; Scott, Wesley E.; and Lune, Jacques A. Office Machine Practice. 6th ed. Baltimore, Maryland: H. M. Rowe Co., 1961.

Kramer, Edward. How to Punctuate a Business Letter. New York: Pitman Publishing Corp., 1960.

Lamb, Marion M. Word Studies. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Larsen, L. A., and Koebele, A. M. Reference Manual for Office Employees. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Lyon, L. H. Applied Penmanship. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

McCullough, Robert J. Bank Reconciliation Projects. New York: Pitman Publishing Corp., 1959.

Meehan, James, and Kahn, Gilbert. How to Use Adding Machines. New York: McGraw-Hill Book Co., Inc., 1962.

Nanassy, Louis C. Standard Payroll Project. New York: Pitman Publishing Corp., 1963.

__________, and Selden, William. Business Dictionary. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Pactor, Paul. Business Machines Projects. New York: Pitman Publishing Corp., 1960.

__________, and Johnson, Mina. Pitman Office Machine Series. New York: Pitman Publishing Corp., 1961.

Pendery, John A. Clerical Payroll Procedures. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

__________. Record Keeping for Small Businesses. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

__________, and Keeling, B. Lewis. Payroll Records and Accounting. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Principles of Indexing and Filing. 4th ed. Baltimore, Maryland: H. M. Rowe Co., 1964.

Russon, Allien R. Business Behavior. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Schachter, Norman. English the Easy Way. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Selden, William; Straub, Lura Lyn; and Porter, Leonard J. Filing and Finding. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.

Walker, Arthur L. How to Use Adding and Calculating Machines. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1960.

Wanous, S. J., and Wanous, Edward E. Basic Typewriting Drills. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

PRINCIPLES OF MATHEMATICS (MA)

Hours Required

Class: 1 hour daily

Total: 30 hours

Description

This unit emphasizes the four fundamental operations as applied to office situations. The remaining three topics provide mathematical applications to specialized areas of business.

Teaching Tips

A large variety of exercises should be provided to improve number-handling skills. Accuracy should be stressed. The teacher should use this unit as an introduction to Applied Office Mathematics.

Topic Outline

I. Addition Skills
II. Subtraction Skills
III. Multiplication Skills
IV. Division Skills
V. Fractions
VI. Percentage
VII. Miscellaneous Skill Applications

TOPIC I - ADDITION SKILLS

A. Improving skills
    1. Whole numbers--vertical additions
    2. Increasing speed
    3. Checking accuracy
B. Other types of addition

    1. Horizontal
    2. Horizontal-vertical

- C. Addition of decimals

TOPIC II - SUBTRACTION SKILLS

- A. Improving skills
    1. Subtracting whole numbers
    2. Checking accuracy
- B. Horizontal subtraction
- C. Decimals
- D. Bank reconciliation

TOPIC III - MULTIPLICATION SKILLS

- A. Multiplying whole numbers and checking accuracy
- B. Multiplying decimals
- C. Shortcuts in multiplication
- D. Computations in billing

TOPIC IV - DIVISION SKILLS

- A. Division of whole numbers and checking accuracy
- B. Division of decimals
- C. Shortcuts in division
- D. Computing averages

TOPIC V - FRACTIONS

- A. Improving skills in using common fractions and mixed numbers (addition, subtraction, multiplication, and division)
- B. Using fractions as aliquot parts

TOPIC VI - PERCENTAGE

- A. Decimal numbers and fractions as percentage values
- B. The percentage formulas
- C. Computing percents of increases and decreases

TOPIC VII - MISCELLANEOUS SKILL APPLICATIONS

- A. Public utility cost computations
- B. Linear, area, cubic, and scale computations
- C. Binary system of numbers (brief treatment)
- D. Bank reconciliation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Hindle, John H., and Feldman, Harold. Mathematics in Business. Boston, Massachusetts: Allyn and Bacon, Inc., 1963.

Huffman, Harry. Programmed Business Mathematics, Parts I, II, and III. New York: McGraw-Hill Book Co., Inc., 1962.

Kanzer, E. M., and Schaaf, W. L. Essentials of Business Arithmetic. Boston, Massachusetts: D. C. Heath and Co., 1960.

Layton, W. I. Business Arithmetic. New York: John Wiley & Sons, Inc., 1965.

Lowenstein, L. L. Mathematics in Business. New York: John Wiley & Sons, Inc., 1958.

McMackin, F. J.; Marsh, J. A.; and Baten, C. E. Arithmetic of Better Business. Boston: Ginn & Co., 1959.

McNelly, A. E.; Adams, L. J.; and Olson, Milton C. Business and Consumer Arithmetic. 5th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Piper, Edwin B., and Gruber, Joseph. Applied Business Mathematics. 8th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Rosenberg, R. Robert, and Lewis, Harry. Business Mathematics. 6th ed. New York: McGraw-Hill Book Co., Inc., 1963.

RECORD KEEPING (RK)

Hours Required

Class: 1 hour daily　　Total: 60 hours

Description

This unit is designed for trainees other than bookkeeping students who will need to record financial transactions in connection with their work as office employees. This unit is designed to teach the trainee how to keep simple records rather than those of the bookkeeping level.

Teaching Tips

The teacher should not become technical in this unit by the introduction of bookkeeping and accounting terminology. Near the end of the unit simulated record keeping practices should be introduced.

Topic Outline

I. Purpose of Records
II. Cashier's Records
III. Records of Transactions with Banks
IV. Petty Cash Records
V. Purchase Records
VI. Sales Records
VII. Payroll Records
VIII. Ledgers (Brief Treatment)
IX. Financial Reports (Brief Treatment)

TOPIC I - PURPOSE OF RECORDS

A. Need for records

B. Characteristics of records
  1. Legibility
  2. Well arranged

TOPIC II - CASHIER'S RECORDS

A. Recording receipts of cash

B. Proof of cash

C. Daily report

D. Cash receipts journal

TOPIC III - RECORDS OF TRANSACTIONS WITH BANKS

A. Deposits

B. Writing checks and keeping the checkbook stub record

C. Cash payments journal

D. Reconciliation of bank statements

TOPIC IV - PETTY CASH RECORDS

A. Vouchers

B. Petty cash book

C. Safeguards of cash

TOPIC V - PURCHASE RECORDS

A. Stock record cards

B. Purchase requisitions

C. Purchase orders

D. Purchase invoices

E. Purchase journal

TOPIC VI - SALES RECORDS

A. Sales slips and invoices

B. Sales taxes

C. Charge accounts

D. Sales returns

E. Monthly statements

F. Customers' accounts

TOPIC VII - PAYROLL RECORDS

A. The time card

B. Overtime

C. Social Security taxes
D. Withholding taxes
E. Withholding tax tables and forms
F. Other deductions
G. Computation of wages
H. Payroll book
I. Currency breakup and currency memorandum forms

TOPIC VIII - LEDGERS (BRIEF TREATMENT)

A. Accounts receivable ledger
B. Accounts payable ledger
C. General ledger

TOPIC IX - FINANCIAL REPORTS (BRIEF TREATMENT)

A. Income (Profit and Loss) statement
B. Balance Sheet

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Baron, Harold, and Steinfeld, Solomon C. Clerical Record Keeping. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.
Heiges, P. Myers; Schneider, Arnold E.; Huffman, Harry; and Stewart, Jeffrey R., Jr. General Record Keeping. 5th ed. New York: McGraw-Hill Book Co., Inc., 1960.
Perry, Enos C.; Frakes, John C.; and Zabornik, Joseph J. Clerical Record Keeping. New York: Pitman Publishing Corp., 1957.

SKILL TYPING (ST)

Hours Required

Class: 1 hour daily — Total: 60 hours

Description

This unit provides further skill development integrated with production typewriting of correspondence, tabulated material, business papers, and report material.

Teaching Tips

Attention is focused on problem-solving skills including the development of skills in following directions, and use of good judgment when detailed instructions are omitted. Opportunity should be provided for students to use actual business forms and papers from offices in the business community.

Topic Outline

I. Reconstruction of Basic Skills and Techniques
II. Increasing Production Typewriting Power
III. Skill Development in Tabular Arrangement of Copy
IV. Typewriting Business Correspondence
V. Typewriting Outlines, Rough Drafts, and Manuscripts
VI. Typewriting Business Forms

TOPIC I - RECONSTRUCTION OF BASIC SKILLS AND TECHNIQUES

- A. Keyboard review
- B. Operative parts
- C. Tabulator mechanism
- D. Centering techniques
- E. Corrective measures

TOPIC II - INCREASING PRODUCTION TYPEWRITING POWER

- A. Proper utilization of time and work area
- B. Building sustained speed to produce usable copy
- C. Developing accurate typewriting habits—correctness of typing, grammatical construction, verification of content

TOPIC III - SKILL DEVELOPMENT IN TABULAR ARRANGEMENT OF COPY

- A. Horizontal and vertical placement
- B. Production of statistical tables
- C. Financial statements with decimal tabulation
- D. Unarranged tables
- E. Tabulated material within correspondence

TOPIC IV - TYPEWRITING BUSINESS CORRESPONDENCE

- A. Letter styles and memoranda, including special lines, multiple copies, multiple pages, and special notations
- B. Arrangement on off-size stationery and for various size envelopes
- C. Telegrams, news releases, and special announcements
- D. Simple rough draft material
- E. Chain feeding of envelopes

TOPIC V - TYPEWRITING OUTLINES, ROUGH DRAFTS, AND MANUSCRIPTS

- A. Outlines stressing parallel construction, format, and spacing and punctuation
- B. Rough drafts utilizing penwritten themes, corrected typewritten copies, use of proofreading marks, and symbols
- C. Manuscripts containing bulletins, news releases, one-page articles, two-page articles, technical reports, and quoted material

TOPIC VI - TYPEWRITING BUSINESS FORMS

- A. Requisition
- B. Purchase order
- C. Purchase invoice
- D. Statement of account
- E. Shipping order
- F. Bill of lading
- G. Financial statements—Balance Sheet, Income Statement, and others

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Altholz, Gertrude. Modern Typewriting Practice. 3rd ed. New York: Pitman Publishing Corp., 1962.

Baty, Wayne M. Business Communication and Typewriting. Belmont, California: Wadsworth Publishing Co., Inc., 1962.

Bell, Mary L. Speed Typing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

Bowman, W. B. Business Letter Typing. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1957.

Connelly, Mary, and Porter, Leonard J. Typing Speed Builders. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.

Fries, Albert C. Timed Writings About Careers. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

__________, and Nanassy, Louis C. Business Timed Writings. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Grubbs, Robert L., and White, James L. Sustained Timed Writings. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Holland, Kathryn. Applied Business Typewriting. Baltimore, Maryland: H. M. Rowe Co., 1964.

Hossfield, George L., and Nelson, Julius. Faster Typing. Baltimore, Maryland: H. M. Rowe Co., 1958.

Leslie, Louis A., and Pepe, Philip S. Typing Simplified—Advanced Course. New York: American Book Co., 1952.

__________. Typing Simplified—Two Year Course. New York: American Book Co., 1960.

Lessenberry, D. D.; Crawford, T. James; and Erickson, Lawrence W. 20th Century Typewriting-Complete Course. 9th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1967.

Liguori, Frank E. Basic Typewriting Operations. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills. New York: McGraw-Hill Book Co., Inc., 1965.

__________. Typing Skill Drives. New York: McGraw-Hill Book Co., 1960.

MacClain, Lenore Fenton, and Dame, J. Frank. Typewriting Techniques and Short Cuts. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Mount, Dick, and Hansen, Kenneth J. Progressive Typewriting Speed Practice. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1961.

Oliverio, Mary Ellen, and Palmer, Harold O. Graded Time Writings. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

Reed, Conover, Prowell. Comprehensive Typewriting. Boston, Massachusetts: Allyn and Bacon, 1964.

Reigner, Charles G., and Rygiel, Walter S. Rowe Typing. 4th ed. Baltimore, Maryland: H. M. Rowe Co., 1958.

Rowe, John L., and Etier, Faborn. Typewriting Drills for Speed and Accuracy. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1966.

__________; Lloyd, Alan C.; and Winger, Fred E. Gregg Typing—191 Series, Book One. New York: McGraw-Hill Book Co., Inc., 1967.

Thompson, James M. 101 Typewriting Timed Writings. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Tidwell, M. Fred, and Stuart, Esta Ross. Tidwell-Stuart Typing—One Year Course. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Wanous, S. J. Statistical Typing. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1956.

__________, and Wanous, E. E. Basic Typewriting Drills. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

Winger, Fred E.; Rowe, John L.; and Lloyd, Alan C. Gregg Typing I. Gregg Adult Education Series. New York: McGraw-Hill Book Co., Inc., 1965.

SPELLING AND VOCABULARY (SV)

Hours Required

Class: 1 hour daily — Total: 30 hours

Description

This unit develops in the trainee an ability to spell and to develop a business vocabulary.

Teaching Tips

Teachers expect written assignments free from spelling errors. In offices, businessmen demand error-free typewritten letters. Students should develop a spelling consciousness through a systematic method of instruction in typewriting classes as well as other classes. Correctness in spelling and the development of a functional business vocabulary is paramount as a personal need, a social asset, a vocational aid, and a significant requirement for acquiring and holding a business position. The trainee must develop a consciousness of correct spelling and automatic spelling responses.

Teachers should evaluate the progress of the trainees through their daily efforts, correspondence mailability, composition skills, reading comprehension, and oral communication. Testing devices should include: pre-tests, contextual practice, construction of spelling lists, and programmed materials.

It is not necessary for all trainees to become familiar with all specialized word lists--only those which have a definite bearing on the occupation for which each individual is being trained.

Topic Outline

I. Importance of Spelling Skills and Vocabulary in Communications
II. Use of Common Writing Vocabulary Tools
III. Spelling Aids and Their Applications
IV. Words Related to Specific Occupations

TOPIC I - IMPORTANCE OF SPELLING SKILLS AND VOCABULARY IN COMMUNICATIONS

A. Common misunderstanding

B. Errors resulting from poor spelling and vocabulary

TOPIC II - USE OF COMMON WRITING VOCABULARY TOOLS

A. Use of dictionary

B. Guide to pronunciation

C. How to use common word lists

TOPIC III - SPELLING AIDS AND THEIR APPLICATIONS

A. Word structure
   1. Letter combinations and syllables
   2. Prefixes and suffixes
   3. Compound words
   4. Formation of plurals
   5. Possessives
   6. Hyphenated words

B. Special words
   1. Homonyms
   2. Foreign words and expressions
   3. Names of cities, states, and territories
   4. Abbreviations

TOPIC IV - WORDS RELATED TO SPECIFIC OCCUPATIONS

A. Business and economics

B. Occupations

C. Education

D. Government and military

E. Research

F. Technical and scientific

G. Computers and data processing

H. Health and medicare

I. Legal

J. Other human interests

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

AMS Spelling Program. Willow Grove, Pa.: Administrative Management Society, Revised annually.

Brendel, LeRoy, and Near, Doris. Spelling Drills and Exercises--Programmed for the Typewriter. New York: McGraw-Hill Book Co., Inc., 1964.

Carey, Clarence B. Business Speller and Vocabulary Builder. New York: Pitman Publishing Corp., 1956.

Correct Spelling. 2nd ed. Baltimore, Maryland: Rowe Publishing Co., 1960.

Craig, Bitha, and Leslie, Louis A. Spelling at Your Typewriter. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1954.

Crank, Doris; Crank, Floyd; and Connelly, Mary. Words--Spelling, Pronunciation, Definition and Application. 5th ed. New York: McGraw-Hill Book Co., Inc., 1962.

Eldridge, Edward Henry, and others. Business Speller and Vocabulary Builder. New York: American Book Co., 1955.

Hardwick, H. C. Words Are Important. Maplewood, N. J.: C. S. Hammond and Co., 1957.

Hawley, G. G. Technical Speller. New York: Reinhold Publishing Corp., 1955.

Horn, Ernest. Teaching Spelling. Washington, D. C.: National Education Assn., 1954.

Lamb, Marion M. Word Studies. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Larsen, Lenna A., and Koebele, Apollonia M. Reference Manual for Office Employees. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Leslie, Louis A. 20,000 Words, Spelled and Divided. 5th ed. New York: McGraw-Hill Book Co., Inc., 1965.

McEvoy, Paul. Learning How to Use the Dictionary. New York: The Macmillan Co., 1963.

Nanassy, L. C., and Selden, W. Business Dictionary. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Patton, David H., and Johnson, Eleanor M. Common Words for Secondary Schools. Columbus, Ohio: Charles E. Merrill Books, Inc., 1958.

Robinson, Francis P. Effective Study. New York: Harper & Bros., 1961.

Silverthorn, J. E. Word Division Manual. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

TYPING I (T-I)*

Hours Required

Class: 1 hour daily Total: 60 hours

Description

This unit emphasizes basic principles of touch typewriting--with emphasis on vocational applications. The unit also includes an introduction to the basic fundamentals of arranging copy, typing of manuscripts, tables, and some business forms.

Teaching Tips

Concentrate on good techniques, appropriate speed, and accurate copy.

Topic Outline

- I. Learning to Use the Keyboard and Operative Parts
- II. Developing Speed and Control
- III. Building Skill on Alphabetic and Numeric Keyboard
- IV. Use of Special Characters and Symbols
- V. Application of Typewriting Skill
- VI. Related Typewriting Projects

TOPIC I - LEARNING TO USE THE KEYBOARD AND OPERATIVE PARTS

- A. Preparing to typewrite
    1. Position at the typewriter
    2. Use of operative parts
    3. Introduction of stroking techniques
- B. Learning keyboard control
    1. Alphabetic keyboard
    2. Numeric keyboard
    3. Introduction of keyboard symbols

TOPIC II - DEVELOPING SPEED AND CONTROL

- A. Review of letter and number reaches
- B. Rhythm drills for efficiency
- C. Phrases and simple word combinations
- D. Speed sentences
- E. Words and number content drills
- F. Control sentence typewriting
- G. Remedial drills

TOPIC III - BUILDING SKILL ON ALPHABETIC AND NUMERIC KEYBOARD

- A. Warm-up or conditioned practice
- B. Technique drills
- C. Control and speed drill
- D. Guided writings
- E. Numeric drills
    1. Home position method
    2. Pipe organ method
- F. Error-control drill
- G. Paragraph practice

TOPIC IV - USE OF SPECIAL CHARACTERS AND SYMBOLS

- A. Arithmetic symbols
- B. Punctuation
- C. Technical symbols
- D. Measurement
- E. Superior and inferior numbers
- F. Manuscript references
- G. Billing symbols
- H. Fractions

TOPIC V - APPLICATION OF TYPEWRITING SKILL

- A. Centering
    1. Horizontal
    2. Vertical
- B. Simple tabulation
- C. Letter forms
    1. Personal letters
    2. Business letters
    3. Inter-office memoranda
    4. Postal cards

TOPIC VI - RELATED TYPEWRITING PROJECTS

- A. Business forms
    1. Requisitions
    2. Invoices
    3. Telegrams
    4. Statements
    5. Shipping forms
- B. Reports
    1. Outline, script
    2. One-page rough draft
    3. Formal reports
    4. Footnoted reports

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Altholz, Gertrude. *Modern Typewriting Practice. 3rd ed.* New York: Pitman Publishing Corp., 1962.

Fries, Albert C. *Timed Writings About Careers.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Leslie, Louis A., and Pepe, Philip S. *Typing Simplified--Brief Course. 2nd ed.* New York: American Book Co., 1960.

____________________. *Typing Simplified--One Year Course. 2nd ed.* New York: American Book Co., 1960.

Lessenberry, D. D.; Crawford, T. James; and Erickson, Lawrence W. *20th Century Typewriting--Complete Course. 9th ed.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1967.

Liguori, Frank E. *Basic Typewriting Operations.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Reed, Conover, Prowell. *Comprehensive Typewriting.* Boston, Massachusetts: Allyn and Bacon, 1964.

Reigner, Charles G., and Rygiel, Walter S. *Rowe Typing. 4th ed.* Baltimore, Maryland: H. M. Rowe Co., 1958.

Rowe, John L., and Etier, Faborn. *Typewriting Drills for Speed and Accuracy. 2nd ed.* New York: McGraw-Hill Book Co., Inc., 1966.

____________; Lloyd, Alan C.; and Winger, Fred E. *Gregg Typing--191 Series, Book One.* New York: McGraw-Hill Book Co., Inc., 1967.

Scott, Wesley E.; Hamilton, William J.; and Hertzfeld, Arthur. *Modern Basic Typewriting. 2nd ed.* New York: Pitman Publishing Corp., 1962.

Thompson, James M. *101 Typewriting Timed Writings. 2nd ed.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Tidwell, M. Fred, and Stuart, Esta Ross. *Tidwell-Stuart Typing--One Year Course.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Wanous, S. J., and Wanous, E. E. *Basic Typewriting Drills. 3rd ed.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

Winger, Fred E.; Rowe, John L.; and Lloyd, Alan C. *Gregg Typing I.* Gregg Adult Education Series. New York: McGraw-Hill Book Co., Inc., 1965.

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*Under normal conditions trainees will have had a basic course in the fundamentals of typewriting. However, if the trainee has no such background the course should be offered for vocational competence.

SPECIALIZED OFFICE EDUCATION UNITS

The following pages show the occupations classified in the Dictionary of Occupational Titles, third edition, 1965, as Filing and Related Occupations.

Following each specific occupation there is a recommended course of study containing the General Office Education Units as described on the preceding pages. Where appropriate, Specialized Office Education Units are shown. The course outlines for the Specialized Units necessary for each occupation are described immediately following the suggested course of study.

The Specialized Education Units are set apart from the General Office Education Units since only a limited number of occupations require a knowledge of special courses--courses necessary to the pursuit of a specific office occupation.

It is required that the instructor give as realistic occupational training as is possible. Three common techniques for offering realistic training follow:

> COOPERATIVE OFFICE EDUCATION represents the coordination of classroom instruction and supervised on-the-job training, each reinforcing the other. With office instruction serving as an extension to classroom instruction, the student is given a clear understanding and appreciation of office procedures and problems. To safeguard the interest of the student, the on-the-job work experience is varied in nature and organized around the career objective of the student. This is the most realistic form of work experience programs.
>
> The success or failure of a Cooperative Office Education program depends upon the manner in which the teacher-coordinator carries out his responsibilities. The State Plan for Vocational Education defines the work experience and educational qualifications required of teacher-coordinators.
>
> DIRECTED OFFICE EDUCATION is similar to the cooperative program in that the learning experiences, both in the classroom and on the job, are carefully planned and coordinated to the abilities and needs of the student and his career objective. The realistic work experience phase of the program occurs in the office of a local firm, school system, or governmental agency. While not embracing all of the aspects of a cooperative program, the directed work experience activities help bridge the gap between the school and the world of work.
>
> SIMULATED OFFICE EDUCATION is used when the Cooperative or Directed programs are not feasible. It uses the intensive block of time concept to provide problem solving experience typical of the world of work and the facilitating function of the office. It realistically relates classroom activities to actual job requirements. A model office laboratory may be used so that the student is educated as a "whole office worker" with education experiences as real office assignments.

It should be noted that in the occupational titles which follow the first three digits of the Dictionary of Occupational Titles number are shown to designate each major job category. Numerous specific job occupations are listed under each three digit major job category. These job occupations require similar general office education units of training; however, the second set of three digits (to the right of the decimal point) indicates some slight variations. It is suggested that the instructor and the administrator research Volume II of the Dictionary of Occupational Titles to determine these specific differences. The local need for specialized workers within each major job category should determine the individualized training which is given.

CUT MAN (Print. & Pub.)

(cut-file clerk)

Job Description

D.O.T. No. 206.388

Files advertising and layout cuts, mats, and electrotypes used in newspaper printing: Washes plates to remove dirt, ink, and oxides. Applies gum solution to plate surfaces to protect plate during storage. Tags or marks cuts, mats, or plates with identifying information and places them in filing cabinets or cases. Prepares card index for each item filed. Removes requested items from files and records date removed on file card.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the future.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Indexing	15
Introduction to Office Services	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

FILE CLERK I

Job Description D.O.T. No. 206.388

Files correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matter, phonetic spelling, or other system: Reads incoming material and sorts according to file system. Locates and removes material from files when requested. Keeps records of material removed, stamps material received, traces missing file folders, and types indexing information on folders. May enter data on records.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Applied Office Mathematics	30
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Skill Typing	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience.	

RECORD CLERK

Job Description

D.O.T. No. 206.388

Keeps files of sample pads, slubbings, and yarns for color comparison and stock reference: Attaches identification tags indicating data, such as color blend, batch number, and date of shipment, to sample pads, slubbings, and yarns, and files them. Files order forms, formula cards, and color percentage cards. May tend machine that blends strands of slivers into rope. May make sample pads from slubbings.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Applied Office Mathematics	30
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Skill Typing	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

FILE CLERK II

Job Description D.O.T. No. 206.388

Performs essentially the same duties as FILE CLERK I except that in addition to putting material in and removing it from file, performs clerical work in searching and investigating information contained in files, inserting additional data in file records, making up reports, and keeping files current, which may require making calculations and supplying written information from file data. Classifies material when classification is not readily discernible. Disposes of obsolete files in accordance with established retirement schedule or legal requirements. May operate keypunch to enter data on tabulating cards. May photograph records on microfilming devices. May type reports. May use calculating machine. May be designated according to material filed as FILE CLERK, FILM; FILE CLERK, GEOLOGICAL RECORDS (petrol. production); FILE CLERK, MAPS; FILE CLERK, MEDICAL RECORDS; PAINT-SAMPLE CLERK (paint and yarn).

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

As a prerequisite for entering the occupational curriculum, the trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the future.

Appropriate General Office Education Units	[Clock] Hours
Applied Office Mathematics	30
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Skill Typing	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

Appropriate Specialized Office Education Units	[Clock] Hours
Adding and Calculating Machines	60
Key-Punch Operation	30
Office Practice II - General	75
Principles of Data Processing	60

ADDING AND CALCULATING MACHINES (AC)

Hours Required

Class: 1 hour daily — Total: 60 hours

Description

The objective of this unit is the development of occupational proficiency in the use of the following machines: Rotary calculator, printing calculator, 10-key adding-listing machine, and the full-keyboard adding-listing machine.

Teaching Tips

In this unit the trainee should be taught to understand the four basic arithmetic operations as applied to calculating machines and to perform on the various machines with confidence, accuracy, and speed. Application should be made to business documents. The instructor should develop an overview of the principles, procedures, and techniques of each machine.

Topic Outline

I. Rotary Calculators
II. Printing Calculators
III. 10-Key Adding-Listing Machines
IV. Full-Keyboard Adding-Listing Machines

TOPIC I - ROTARY CALCULATORS

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Constant multiplication
F. Decimals

TOPIC II - PRINTING CALCULATORS

A. Addition
B. Subtraction
C. Multiplication
D. Division

TOPIC III - 10-KEY ADDING-LISTING MACHINES

A. Addition
B. Subtraction
C. Multiplication
D. Division

TOPIC IV - FULL-KEYBOARD ADDING-LISTING MACHINES

A. Addition
B. Subtraction
C. Multiplication
D. Division
E. Decimals and fractions

Texts and Other Teaching Materials

From the following suggested texts and materials (or other commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L. Machine Office Practice. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

__________, Ten-Key Adding-Listing Machine and Printing Calculator Course. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

__________, and Brady, Mary M. Advanced Key-Driven Calculator Course. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

__________, and Cornelia, Nicholas J. Office Machines Course. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

__________, and Pasewark, William R. Full-Keyboard Adding-Listing Machine Course. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

__________. Key-Driven Calculator Course. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

__________. Rotary Calculator Course. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Fasnacht, Harold D., and Bauernfeind, Harry B. How to Use Business Machines. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1962.

Gibson, E. Dana. Adding Machine Systems. Dubuque, Iowa: Wm. C. Brown Co., 1960.

Johnson, Mina M., and Pactor, Paul. Ten-Key Adding Machine Course. New York: Pitman Publishing Corp., 1956.

Keelon, John K. Tested Problems for Calculators and Listing Machines. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

Lock, Flora M. and Dehr, Dorothy. Office Calculating and Adding Machines. 2nd ed. New York: John Wiley and Sons, Inc., 1964.

Meehan, James R. How to Use the Calculator and the Comptometer. 4th ed. New York: McGraw-Hill Book Co., Inc., 1959.

__________, and Kahn, Gilbert. How to Use Adding Machines. New York: McGraw-Hill Book Co., Inc., 1962.

Walker, Arthur L.; Roach, J. Kenneth; and Hanna, J. Marshall. How to Use Adding and Calculating Machines. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1960.

KEY-PUNCH OPERATION (KP)

Hours Required

Class: 1 hour daily — Total: 30 hours

Description

This course is designed to prepare the student for job entry level skill as a key-punch operator. A minimum of 7500 correct strokes per hour should be attained.

Teaching Tips

Emphasis should be placed on familiarization with the full range of key-punch department equipment and skilled use of the IBM 024, 026, 029, and 056 machines. An introduction to the various other units of equipment in a modern tabulating department should also be presented. A prerequisite for this unit should be a typewriting ability of 35 to 40 words a minute and satisfactory completion of the IBM Card Punch Operator Aptitude Test. For additional details the instructor should read U.S.O.E. publication number OE86010.

Topic Outline

I. Orientation
II. The Tab Card
III. Machine Features
IV. Skill Development
V. Special Machine Features
VI. Production Practice
VII. Verifier Procedures
VIII. The Tab Department

TOPIC I - ORIENTATION

A. Importance of key-punch department

B. Need for accuracy

C. Card handling

TOPIC II - THE TAB CARD

A. Format

B. Code

C. Field

TOPIC III - MACHINE FEATURES

A. 024 Key punch

B. 026 Printing key punch

C. 029 Printing key punch

D. 056 Verifier

TOPIC IV - SKILL DEVELOPMENT

A. Alphabetic punching

B. Numeric punching

TOPIC V - SPECIAL MACHINE FEATURES

A. Alternate Programming

B. Program card preparation

TOPIC VI - PRODUCTION PRACTICE

A. Alpha-numeric drill

B. Payroll

C. Inventory

D. Sales analysis

E. Punching computer programs

TOPIC VII - VERIFIER PROCEDURES

A. Need for verifying

B. Machine features

C. Verifier drill

TOPIC VIII - THE TAB DEPARTMENT

A. Introduction to use of other equipment

B. Demonstration of the IBM 082, 085, 402, 403, 407, 514, and 548 in operation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Bux, William E. Key-Punch Training Course. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Salmon, Lawrence J. IBM Machine Operation and Wiring. Belmont, California: Wadsworth Publishing Co., Inc., 1962.

Wanous, S. J., and Wanous, E. E. Automation Office Practice Set. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

IBM Corporation. A Teacher's Guide to Card Punch Training on the IBM Selectric Typewriter.

__________. Card Punch Exam. Item No. R25-1348-1.

__________. Card Punch Operator Aptitude Test. Item No. 120-6351-5.

__________. Card Punch Practice Exercises. Item No. R25-1627-0.

__________. Card Punching and Verifying Machines—Principles of Operation. Item No. 224-3176.

__________. Machine Functions. Item No. 224-8208-4.

__________. Punched Card Data Processing Principles. Item Nos. 320-1444 through 320-1449.

__________. Reference Manual IBM 024 Card Punch: 026 Printing Card Punch. Item No. A24-0520-1.

__________. Reference Manual IBM 056 Card Verifier. Item No. A24-1018-0.

OFFICE PRACTICE II - GENERAL (OP-II)

Hours Required

Class: 1 hour daily Total: 75 hours

Description

This unit is designed to offer a deeper insight into office problems than outlined in Office Practice I - General. It is designed for the office worker who must have a general knowledge of all office procedures.

Teaching Tips

This unit will equip the trainee with additional information about higher level office problems above those in the lower level general office positions. It should be assumed that the trainee will have completed the first unit in office practice, or its equivalent, before being admitted to this class.

It is suggested that the instructor make several field trips to offices with the trainees in order for them to become aware of basic principles being taught in this unit. Much work should be done in the form of office simulation or cooperative or directed work experience. The teacher should note that the topic on Filing should be omitted for those trainees who have had Filing and Filing Systems. This is also true for trainees who have had Duplicating and Reproducing Machines.

Topic Outline

I. Office Reception
II. Visual Reproduction
III. Typewriting Letters and Business Papers
IV. Data Processing
V. Financial Records
VI. Filing
VII. Occupational Information

TOPIC I - OFFICE RECEPTION

A. Receptionist's function and responsibilities

B. Personal qualities

C. Meeting people

TOPIC II - VISUAL REPRODUCTION

A. Photocopying

B. Fluid duplicating

C. Stencil duplicating

D. Offset duplicating

E. Electronic facsimile copying

F. Other duplicating processes

TOPIC III - TYPEWRITING LETTERS AND BUSINESS PAPERS

A. Letter placement and style

B. Composing business letters

C. Typing from handwritten notes, number typing, form fill-ins, etc.

D. Typing from voice machines

E. Rough drafts and manuscripts

F. Business reports

TOPIC IV - DATA PROCESSING

A. Business arithmetic
  1. Fundamentals
  2. Percentages and discounts

B. Calculating machines

C. Systems
  1. Punched cards
  2. Tape
  3. I.D.P.
  4. E.D.P.

TOPIC V - FINANCIAL RECORDS

A. Banking services

- B. Cash
    - 1. Cash receipts
    - 2. Cash payments
    - 3. Petty cash
- C. Payroll
    - 1. Time cards
    - 2. Records
    - 3. Deductions
- D. Credit
    - 1. Installment sales
    - 2. Collection

TOPIC VI - FILING

Note: Optional topic for trainees in filing and related occupations (and typing and related occupations)

- A. Records management
- B. Alphabetic filing
- C. Correspondence filing
- D. Card and visible filing
- E. Numeric, subject, geographic filing
- F. Special filing systems and punched cards
- G. Charge, follow-up, transfer, storage

TOPIC VII - OCCUPATIONAL INFORMATION

- A. Seeking a job
- B. Data sheet and application
- C. Interview

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available materials), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L. Machine Office Practice. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

__________. Typewriting Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

__________, and Cornelia, Nicholas J. Office Machines Course. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

__________, and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Archer, Fred C.; Brecker, Raymond C.; and Frakes, John C. General Office Practice. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Baron, Harold, and Steinfeld, Solomon G. Clerical Record Keeping. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Bassett, Ernest D.; Agnew, Peter L.; and Goodman, David G. Business Filing and Records Control. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Briggs, Milton. Mathematics Skill Builder. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Fahrner, William F., and Gibbs, William E. Basic Rules of Alphabetic Filing, Programmed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.

Fasnacht, Harold D., and Bauernfeind, Harry B. How to Use Business Machines. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1962.

Filing Practices Workbook. New York: Pitman Publishing Corp., 1958.

Fisher, Robert. Intensive Clerical and Civil Service Training. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Friedman, Sherwood, and Grossman, Jack. Applied Clerical Practice. 2nd ed. New York: Pitman Publishing Corp., 1962.

__________. Modern Clerical Practice. 2nd ed. New York: Pitman Publishing Corp., 1959.

Goodfellow, Raymond C., and Rosenberg, Henry J. Projects in Clerical Practice. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1957.

Guthrie, Mearl R. Alphabetic Indexing. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Hadley, R., and Thistlewaite, R. Payroll Recordkeeping. 5th ed. New York: McGraw-Hill Book Co., Inc., 1965.

Huffman, Harry; Mulherne, Donald: and Russon, Allien. Office Procedures and Administration—College Course. New York: McGraw-Hill Book Co., Inc., 1965.

Johnson, H. Webster. How to Use the Business Library. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Johnson, Mina M., and Pactor, Paul. Ten-Key Adding Machine Course. New York: Pitman Publishing Corp., 1956.

Kahn, Gilbert; Yerian, Theodore; and Stewart, Jeffrey R. Progressive Filing. 7th ed. New York: McGraw-Hill Book Co., Inc., 1961.

Keily, Helen J., and Walters, R. G. How to Find and Apply for a Job. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Kirk, John G.; Scott, Wesley E.; and Lune, Jacques A. Office Machine Practice. 6th ed. Baltimore, Maryland: H. M. Rowe Co., 1961.

Kramer, Edward. How to Punctuate a Business Letter. New York: Pitman Publishing Corp., 1960.

Lamb, Marion M. Word Studies. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Larsen, L. A., and Koebele, A. M. Reference Manual for Office Employees. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Lyon, L. H. Applied Penmanship. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

McCullough, Robert J. Bank Reconciliation Projects. New York: Pitman Publishing Corp., 1959.

Meehan, James, and Kahn, Gilbert. How to Use Adding Machines. New York: McGraw-Hill Book Co., Inc., 1962.

Nanassy, Louis C. Standard Payroll Project. New York: Pitman Publishing Corp., 1963.

__________, and Selden, William. Business Dictionary. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Pactor, Paul. Business Machines Projects. New York: Pitman Publishing Corp., 1960.

__________, and Johnson, Mina. Pitman Office Machine Series. New York: Pitman Publishing Corp., 1961.

Pendery, John A. Clerical Payroll Procedures. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

__________. Record Keeping for Small Businesses. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

__________, and Keeling, B. Lewis. Payroll Records and Accounting. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Principles of Indexing and Filing. 4th ed. Baltimore, Maryland: H. M. Rowe Co., 1964.

Russon, Allien R. Business Behavior. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Sandry, Esther. Typewriting Office Practice Set. New York: Pitman Publishing Corp., 1961.

Sass, Esther. Advanced Typing Projects. New York: Pitman Publishing Corp., 1961.

Schachter, Norman. English the Easy Way. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Selden, William; Straub, Lura Lyn; and Porter, Leonard J. Filing and Finding. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

Walker, Arthur L. How to Use Adding and Calculating Machines. 2nd ed. New York: McGraw—Hill Book Co., Inc., 1960.

Wanous, S. J., and Wanous, Edward E. Basic Typewriting Drills. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

PRINCIPLES OF DATA PROCESSING (PDP)

Hours Required

Class: 1 hour daily

Total: 60 hours

Description

This unit provides a foundation for people who will be working in data processing related positions. The history of the development of record systems, our present dependence upon them, basic card installations, and complex computer installations are covered.

Teaching Tips

Because of the broad coverage, this unit has value to management trainees as well as trainees who will be working in some narrow functional position within a data processing installation. For additional details the teacher should read the U.S.O.E. publication number OE86010.

Topic Outline

I. Development of Record Systems
II. Importance of Automated Data Processing
III. Basic Uses of Data Processing
IV. Data Handling
V. Electro-Mechanical Systems
VI. Computer Systems
VII. The Data Processing Department

TOPIC I - DEVELOPMENT OF RECORD SYSTEMS

A. Ancient systems
B. Development of manual systems—1500 to 1900
C. Mechanical systems
D. Growth of electro-mechanical and computerized systems
E. Future needs

TOPIC II - IMPORTANCE OF AUTOMATED DATA PROCESSING

A. Expanding population
B. Complex society
C. Uses in decision making

TOPIC III - BASIC USES OF DATA PROCESSING

A. Business
B. Government
C. Military
D. Scientific

TOPIC IV - DATA HANDLING

A. Collection
B. Conversion
C. Input media
D. Processing
E. Storage
F. Output
G. Uses of output data

TOPIC V - ELECTRO-MECHANICAL SYSTEMS

A. Development of the unit record card
B. Key punch
C. Verifier
D. Sorter
E. Reproducer
F. Collator
G. Interpreter
H. Tabulator

I. Calculator

J. Types of applications

K. Integrated system

TOPIC VI - COMPUTER SYSTEMS

A. Computer types
  1. Digital
  2. Analog

B. A computer configuration
  1. Input equipment
  2. Processing
  3. Storage systems
  4. Output

C. Computer language

D. Computer flow charting
  1. General
  2. Detail

E. Programming

F. Computer capability

G. Applications

TOPIC VII - THE DATA PROCESSING DEPARTMENT

A. Equipment

B. People

C. Problems

D. Functions

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Carlson, Paul A.; Forkner, Hamden L.; and Boynton, Lewis D. 20th Century Bookkeeping and Accounting. 22nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., (Appendix A), 1963.

Chapin, Ned. An Introduction to Automatic Computers. Princeton, N.J.: Van Nostrand Company, 1963.

IBM Corporation. An Introduction to IBM Punched Card Data Processing. Item No. F20-0074.

———. Basic Data Processing Course. Item No. R22-0005-0.

———. Introduction to IBM Data Processing Systems. Item No. F22-6517-1, 1963.

———. Knowledge for Decision Making Punched Card Data Processing. Item No. 250-0010-0.

———. Machine Functions. Item No. 224-8208-4.

———. Punched Card Data Processing Principles. Item No. 320-1433 through 320-1449, 1960.

Kahn, Gilbert. Business Data Processing. New York: McGraw-Hill Book Co., 1966.

Laurie, Edward J. Computers and Computer Languages. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Oakfort, Robert V. Introduction to Electronic Data Processing Equipment. New York: McGraw-Hill Book Co., 1962.

Robichand, Beryl. Understanding Modern Business Data Processing. New York: McGraw-Hill Book Co., 1966.

Salmon, Lawrence. IBM Machine Operation and Wiring. Belmont, California: Wadsworth Publishing Co., Inc., 1962.

Van Ness, Robert G. Principles of Punched Card Data Processing. Elmhurst, Illinois: Business Press, Inc., 1965.

Wanous, S. J., and Wanous, E. E. Automation Office Practice. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

CLASSIFICATION CLERK
(coding file clerk)

Job Description D.O.T. No. 206.388

Classifies materials according to subject matter and assigns numbers or symbols from predetermined coding system to facilitate accurate filing and reference: Reads or observes correspondence reports, drawings, and other materials to be filed to determine subject matter. Ascertains specified number of symbol, using code book or chart, and marks or stamps code on material. Assigns cross-indexing numbers if subject matter should be classified and filed under more than one heading.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

LIBRARIAN (Print. & Pub.)
(librarian, clerical; morgue keeper)

D.O.T. No. 206.388

Job Description

Keeps file of news items, microfilm, encyclopedias, atlases, social registers, or other material for future use and reference by editorial staff in preparing material for publication: Clips out articles and pictures to be filed. May operate projector to view material photographed on microfilm. May index each edition of newspaper. May locate information in file upon request.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

FINGERPRINT CLERK (Banking)

Job Description D.O.T. No. 206.388

Classifies fingerprints and files fingerprint records: Interprets fingerprint patterns and classifies prints accordingly. Files fingerprint cards. Searches files for criminal and noncriminal fingerprint identification records.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

RECORDS CUSTODIAN (Banking)

Job Description — D.O.T. No. 206.388

Stores bank records and oversees destruction of outdated records: Transfers records by truck or other means from banks to storage facility. Stacks or shelves boxed or packaged records according to designated plan. Searches records for data requested by bank officials. Receives and files microfilm records. Oversees destruction of records at expiration of legal retention dates by authorized method. Copies records or makes reproductions, as requested, by filming or other methods.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

As a prerequisite for entering the occupational curriculum, the trainee should have skills and knowledge equivalent to those gained from the General Office Education Units suggested as pertinent to this occupation.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

Appropriate Specialized Office Education Units	[Clock] Hours
Duplicating and Reproducing Machines	15

DUPLICATING AND REPRODUCING MACHINES (DRM)

Hours Required

Class: 1 hour daily Total: 15 hours

Description

This unit will prepare the trainee to be reasonably proficient in the operation of a number of pieces of visual reproduction machines and to develop a vocational competence of the basic operations of the machines and principles involved.

Teaching Tips

Under no circumstances is this unit designed to produce experts in the field of duplicating and reproducing machines. Clerical office workers should be familiar with the various methods of preparing extra copies of business forms and correspondence. It is impossible to have in the classroom all varieties of visual reproduction equipment. However, it is suggested that the instructor engage the services of company representatives to visit the class and give demonstrations of their equipment. The instructor should make a point of bringing to class samples of reproduced materials from a variety of machines if other techniques of specific demonstration are not available.

Topic Outline

I. Spirit Duplicating
II. Stencil Duplicating
III. Offset Duplicating
IV. Photocopying
V. Other Duplicating Processes

TOPIC I - SPIRIT DUPLICATING

A. Preparing master

B. Correcting errors

C. Machine operation

TOPIC II - STENCIL DUPLICATING

A. Drawing board and light table

B. Use of style

C. Typewriting the master

D. Machine operation

E. Color

TOPIC III - OFFSET DUPLICATING

A. Preparing the master

B. Error correction

C. Machine operation

TOPIC IV - PHOTOCOPYING

A. Processes
   1. Dry
   2. Liquid developer

B. Machines and their operation

TOPIC V - OTHER DUPLICATING PROCESSES

A. Processes
   1. Electronic facsimile copying
   2. Dye-transfer copying
   3. Other processes available

B. Machines and their operation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Agnew, Peter L., and Meehan, James R. Clerical Office Practice. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Archer, Fred C., and others. *General Office Practice. 3rd ed.* New York: McGraw-Hill Book Co., Inc., 1963.

Cansler, Russell N. *Fundamentals of Mimeographing.* Chicago, Illinois: The School Department, A. B. Dick Co., 1963.

Gestetner Hints for Ruling, Lettering, and Illustrating. New York: Gestetner Duplicator Corp., 1954.

Gestetner Stencil Typing Hints. New York: Gestetner Duplicator Corp., 1954.

Learning How To Use Ditto D-10 Duplicator. Chicago, Illinois: Ditto, Inc., 1959.

Modern Mimeographing Handbook, for stencil typist, stencil artist, and mimeograph operators. Chicago, Illinois: A. B. Dick Co., 1954.

Richards, Woodward. *Duplication Do's and Don't's.* Portland, Oregon: Allied Publishers, Inc., 1959.

"27 Ways to Get the Most Out of Your Duplicating Budget and the Duplicating Supplies You Use." Chicago, Illinois: A. B. Dick Co., 1959.

Handbooks on specific machine operation from individual manufacturers of duplicating equipment.

BRAND RECORDER (Govt. Ser.)

Job Description D. O. T. No. 206.588

Records brand marks used to identify cattle, produce, or other commodities to facilitate identification: Receives applications for new brands and verifies against official brand records to prevent duplication. Records assignment or reassignment of brands beside name of appropriate individual or organization. Receives and records brand recording fees and submits brand certificates for approval. Keeps files of reports compiled by field inspectors to prevent frauds and unauthorized use of brands.

Prerequisites

For Occupation

An occupationally significant combination of: Reading comprehension in order to obtain pertinent information; numerical facility for performing arithmetic computations; accuracy and attention to detail for close clerical work; and the ability to follow instructions and established procedures in doing routine work.

For Occupational Course of Study

The trainee should have skills and knowledge equivalent to that gained from the General Office Education Units suggested as pertinent to these occupations.

The local instructor may check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the curriculum for the trainee.

Appropriate General Office Education Units	[Clock] Hours
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

SUPERVISOR (Clerical)

(chief; group leader; head; leader;
principal; section chief; senior.)

Job Description D.O.T. No. **.138

Supervises and coordinates activities of group of workers engaged chiefly in one type of clerical function as bookkeeping, typing, and filing: Determines work procedures. Issues written and oral orders or instructions. Assigns duties to workers and examines work for exactness and neatness. Prepares composite reports from individual reports of subordinates. Maintains harmony among workers. Adjusts errors and complaints. May perform essentially same duties as other workers, or assist subordinates in performing duties. May keep time report and other personnel records. May employ, train, and discharge workers. Classifications are made according to type of work supervised as SUPERVISOR, COMPUTER OPERATIONS; SUPERVISOR, MESSENGERS (tel. & tel.); TELEGRAPHIC-TYPEWRITER OPERATOR, CHIEF.

Prerequisites

For Occupation

This type of position demands basic skills development in typing and general office work. It requires a complete knowledge of courses which are basic in nature and which should precede specialization. It requires persons who can exercise independent judgment in a mature way, solve problems and coordinate working relationships. It also requires persons who have the ability to plan ahead and to make assignments in a manner which promotes coordinated action and the completion of individual tasks according to established priorities; who have the ability to communicate orally and in writing; who have clerical aptitude to detect errors; and who have the ability to motivate people and to train new employees. Normally, entry into this kind of work is accomplished by promotion from other positions within an organization.

For Occupational Course of Study

Because of individual differences in abilities, attitudes, and earlier training, trainee programs for this supervisory category will have to be tailored to meet individual requirements. Frequently, on-the-job experience and training will more than compensate for a course or courses. The instructor should determine by interview and testing the extent of the knowledge possessed by a trainee before establishing a suggested curricula. In addition to appropriate General Office Education Units, and perhaps some Specialized Office Education Units, the supervisory trainee will have a need for Administrative Office Education Units in order to build a background of information which will enable the trainee to perform the administrative responsibilities indicated in the job description.

The instructor should check the trainee's previously acquired abilities against the Standards of Achievement for the General Office Education Units in order to plan the basic curriculum for the trainee and to recommend certain Specialized Office Education Units and Administrative Office Education Units.

Appropriate General Office Education Units	[Clock] Hours
Applied Office Mathematics	30
Business Behavior and Psychology	30
Business Communication and Language Skills	45
Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60

** Classifications are made and code numbers are assigned according to the type of work supervised.

Principles of Mathematics	30
Record Keeping	60
Skill Typing	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

Appropriate Specialized Office Education Units	[Clock] Hours
Adding and Calculating Machines	60
Duplicating and Reproducing Machines	30
Key-Punch Operation	30
Office Practice II - General	75
Principles of Data Processing	60

Appropriate Administrative Office Education Units	[Clock] Hours
Correspondence and Report Writing	30
Office Administration	60

CORRESPONDENCE AND REPORT WRITING (CRW)

Hours Required

Class: 1 hour daily Total: 30 hours

Description

This unit presents the elements for the composition and the construction of written business communications. It includes memoranda, letters, and formal reports.

Teaching Tips

Attention should be given to the fundamentals and the psychology involved in preparing office documents in written communications and to the protocol of sending or presenting such communications both internally and outside of the business.

Topic Outline

I. Need for Good Written Communication
II. Considerations of Written Communications
III. Letters and Memoranda
IV. Internal Communications
V. External Communications
VI. Formal Written Reports
VII. Psychology of Written Communications

TOPIC I - NEED FOR GOOD WRITTEN COMMUNICATION

A. Importance of written records
B. Keeping people informed
C. Permanent record

TOPIC II - CONSIDERATIONS OF WRITTEN COMMUNICATIONS

A. Planning
B. Clear and concise
C. Consider the reader
D. Proper etiquette

TOPIC III - LETTERS AND MEMORANDA

A. Informal memoranda
B. Formal memoranda
C. Forms and styles of business letters
D. Formal reports

TOPIC IV - INTERNAL COMMUNICATIONS

A. Proper etiquette
B. Forms and styles
C. Organization and planning
D. Writing the communication

TOPIC V - EXTERNAL COMMUNICATIONS

A. Types of business letters
B. Forms and styles
C. Organizing and planning
D. Writing the letter

TOPIC VI - FORMAL WRITTEN REPORTS

A. Types
B. Organizing materials
C. Research
D. Rough drafts
E. Method of presenting data
F. Summary, conclusions, or recommendations
G. Documentation

TOPIC VII - PSYCHOLOGY OF WRITTEN COMMUNICATIONS

A. Put yourself in the reader's place

B. Say what you mean

C. Avoid trite expressions

D. Carbon copy to appropriate people

E. Value and danger of written communications

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Anderson, Chester R.; Saunders, Alta G.; and Weeks, Francis W. Business Reports. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1957.

Ault, Nelson A., and Magill, Lewis M. Business Letters. San Francisco: Chandler Publishing Co., 1956.

Aurner, Robert R., and Burtness, Paul S. Effective English for Business. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Handy, Ralph. Business Correspondence in Practice. 3rd ed. Pitman Publishing Corp., 1962.

Himstreet, William C.; Porter, L. J.; and Maxwell, G. W. Business English in Communications. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Keithey, Erwin M. A Manual of Style for the Preparation of Papers and Reports. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

Lamb, Marion M. Word Studies. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

Leggett, Glenn H., and others. Handbook for Writers. 3rd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Mayo, Lucy G. Communications Handbook for Secretaries. New York: McGraw-Hill Book Co., Inc., 1958.

Menning, J. H., and Wilkinson, C. W. Communication Through Letters and Reports. Homewood, Illinois: Richard D. Irwin, Inc., 1963.

Reid, James M., and Wendlinger, Robert M. Effective Letters--A Program for Self -Instruction. New York: McGraw-Hill Book Co., Inc., 1964.

Schutte, William M., and Steinberg, Erwin R. Communication in Business and Industry. New York: Holt, Rinehart, & Winston, Inc., 1960.

Schwartz, M. M. How to Write Successful Business Letters. New York: Grosset & Dunlap, Inc., 1962.

Stewart, Marie M.; Hutchinson, E. Lillian; Lanham, Frank W.; and Zimmer, Kenneth. Business English and Communication. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1961.

OFFICE ADMINISTRATION (OA)

Hours Required

Class: 1 hour daily	Total: 60 hours

Description

This unit provides the supervisory trainee with an understanding of the administrative operation of a complete office or a division of the office. It will assist the trainee with layout requirements, and efficiency analysis of his department. In addition, this unit will aid the trainee in developing an understanding of the training and the supervision of other office employees.

Teaching Tips

This administrative unit of instruction should be offered only to those trainees who have proven their aptitude and ability to accept the responsibility of a supervisory position. Background units for this unit should include all those listed under Supervisor (Clerical). Personal qualifications for entry into this unit are described under Supervisor (Clerical).

An appreciation should be developed in the trainee for modern automated methods of operating and supervising an office and to effect cost reductions in all phases of office procedures for speed, economy, and accuracy.

Topic Outline

I. Management and Office Organization
II. Office Layout
III. Office Personnel
IV. Office Analysis and Control
V. Administration of Automation in the Office
VI. Administration of Office Services
VII. Executive Controls

TOPIC I - MANAGEMENT AND OFFICE ORGANIZATION

A. Problems of office management
  1. Functions
  2. The office manager
  3. The division head

B. Organization and functions of the office
  1. Controls
  2. Centralization
  3. Decentralization

TOPIC II - OFFICE LAYOUT

A. Location and construction
  1. Design
  2. Floor plans

B. Psychological and comfort factors
  1. Color
  2. Light
  3. Accoustics
  4. Ventilation

C. Furniture, machines, equipment

TOPIC III - OFFICE PERSONNEL

A. Selection
  1. Sources of workers
  2. Hiring routines
  3. Tests

B. Training and indoctrination of new employees
  1. Problems
  2. Indoctrination
  3. Training programs

C. Compensation and promotion
  1. Plans for compensation
  2. Promotion standards
  3. Employee transfer
  4. Upgrading

D. Policies and practices
  1. Counseling
  2. Unions
  3. Fringe benefits

E. Supervision
  1. Personal problems of employees
  2. Morale problems of employees
  3. Health problems of employees
  4. Philosophy of management
  5. Duties

TOPIC IV - OFFICE ANALYSIS AND CONTROL

A. Establishing procedures

B. Establishing standards

C. Office forms
  1. Principles
  2. Design
  3. Use
  4. Control

D. Office costs

TOPIC V - ADMINISTRATION OF AUTOMATION IN THE OFFICE

A. Nature of automation

B. Office machines

C. Sales and payrolls

D. IDP - ADP - EDP

E. Effects of automation

TOPIC VI - ADMINISTRATION OF OFFICE SERVICES

A. Office correspondence
   1. Nature
   2. Importance
   3. Dictating and transcribing equipment
   4. Mechanics of a letter

B. Organization and control of correspondence
   1. Office manual
   2. Interdepartmental memo
   3. Improvement of correspondence
   4. Expense
   5. Cost reduction

C. Mailing activities
   1. Mail department
   2. Mailing costs
   3. Routines of mailing
   4. Classes of mail
   5. Mail personnel
   6. Mail equipment

D. Records management
   1. Organization of filing department
   2. Routines
   3. Personnel

E. Office communication
   1. Written
   2. Oral

F. Duplicating and reproducing

TOPIC VII - EXECUTIVE CONTROLS

A. Office manuals
   1. Purpose
   2. Classification
   3. Preparation

B. Reports
   1. Preparation
   2. Uses
   3. Illustrations

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional materials are listed in Appendix B.

Broom, H. M., and Longenecker, J. G. Small Business Management. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Heckmann, I. L., and Huneryager, S. G. Human Relations in Management. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

Hicks, Charles B., and Place, Irene. Office Management. 2nd ed. Boston, Mass.: Allyn and Bacon, Inc., 1962.

Huffman, Harry; Mulkeme, Donald J. D.; and Russon, Allien. Office Procedures and Administration. New York: McGraw-Hill Book Co., Inc., 1965.

Johnson, Mina M., and Kallaus, Norman F. Records Management. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Laird, Donald A., and Laird, Eleanor. Practical Business Psychology. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1961.

Lazarro, Victor. Systems and Procedures. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.

Littlefield, C. L., and Rachel, Frank. Office and Administrative Management. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Neuner, John J. W., and Keeling, B. Lewis. Administrative Office Management. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Newton, Roy, and Green, Helen Hinkson. *How To Improve Your Personality. 3rd ed.* New York: McGraw-Hill Book Co., Inc., 1963.

Robinson, Edwin, and Hall, J. Curtis. *College Business Organization and Management. 3rd ed.* New York: McGraw-Hill Book Co., Inc., 1964.

Russon, Allien R. *Business Behavior. 3rd ed.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Selden, William; Straub, Lura Lyn; and Porter, Leonard J. *Filing and Finding.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962.

Shilt, Bernard A., and Wilson, W. Harmon. *Business Principles and Management. 4th ed.* Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Terry, George R. *Office Management and Control. 3rd ed.* Homewood, Illinois: Richard D. Irwin, Inc., 1962.

Tonne, Herbert; Simon, Sidney; and McGill, E. C. *Business Principles, Organization, and Management. 2nd ed.* New York: McGraw-Hill Book Co., Inc., 1963.

MANAGERS AND OFFICIALS

Job Description D.O.T. No. **168

Organizes and coordinates the functions of a unit, department, or branch of an organization. Manages the activities of a complete department engaged in clerical functions as bookkeeping, typing, filing, and others. Controls the technology involved in the performance of responsibilities for the department. Must be capable of using statistics to maintain a high level of production. Determines principles and procedures of inventory control and records. Must exhibit leadership qualities to motivate and direct employees and to maintain good employer-employee and customer relationships.

Prerequisites

For Occupation

This type of work demands a knowledge of basic business skills and business organization and principles. It requires a thorough knowledge of courses which are basic in nature and which should precede specialization. It requires successful experience in applicable work field at lower levels; academic preparation in advanced coursework in management, such as business principles and management; an interest in assuming managerial responsibilities; and leadership qualities. This person must have an occupationally significant combination of: Ability to plan, initiate, and execute programs; ability to understand, interpret, and apply procedures and directives; numerical facility, verbal facility; and the ability to relate instructions to employees.

For Occupational Course of Study

Promotion from within is the most common method employed for filling positions in this group. In some cases, however, employers desire new ideas, new techniques, new procedures, and new personalities, and recruit from outside the organization.

Most employers look for an educational background in their managers which consists of appropriate personnel, vocational, business, merchandising, or similar coursework. Frequently employers provide their new employees with management-training programs which usually entail a combination of special training seminars and actual on-the-job training.

Because of individual differences in abilities, attitudes, and earlier training, trainee programs for this supervisory category will have to be tailored to meet individual requirements. Frequently, on-the-job experience and training will more than compensate for a course or courses. The instructor should determine by interview and testing the extent of the knowledge possessed by a trainee before establishing a suggested curricula. In addition to appropriate General Office Education Units, and perhaps some Specialized Office Education Units, the supervisory trainee will have a need for Administrative Office Education Units in order to build a background of information which will enable the trainee to perform the administrative responsibilities indicated in the job description.

Appropriate General Office Education Units	[Clock] Hours
Applied Office Mathematics	30
Business Behavior and Psychology	30
Business Communication and Language Skills	45

** Classifications are made and code numbers are assigned according to the type of work managed.

Filing and Filing Systems	60
Indexing	15
Introduction to Office Services	60
Office Practice I - General	60
Principles of Mathematics	30
Record Keeping	60
Skill Typing	60
Spelling and Vocabulary	30
Typing I	60
Realistic Work Experience	

Appropriate Specialized Office Education Units	[Clock] Hours
Adding and Calculating Machines	60
Duplicating and Reproducing Machines	30
Key-Punch Operation	30
Office Practice II - General	75
Principles of Data Processing	60

Appropriate Administrative Office Education Units	[Clock] Hours
Bookkeeping and Accounting I	60
Bookkeeping and Accounting II	60
Business Principles and Management	60
Correspondence and Report Writing	30
Economics of Office Administration	30
Office Administration	60

BOOKKEEPING AND ACCOUNTING I (BA-I)

Hours Required

Class: 1 hour daily Total: 60 hours

Description

This unit is designed to give the student a knowledge of bookkeeping fundamentals involved in the completion of a simple bookkeeping cycle.

Teaching Tips

The instructor should introduce this unit by using a service type business as a vehicle since merchandise control is not involved. Trainees should be taught an appreciation of the importance of bookkeeping records, a broad business vocabulary, and how to keep simple bookkeeping records.

Topic Outline

I. Importance of Financial Records
II. Fundamentals of Bookkeeping
III. Recording Transactions
IV. The Trial Balance
V. The Worksheet
VI. Financial Report
VII. Closing the Ledger
VIII. The Complete Cycle

TOPIC I - IMPORTANCE OF FINANCIAL RECORDS

A. Efficient management
B. Financial control
C. Government reports

TOPIC II - FUNDAMENTALS OF BOOKKEEPING

A. Assets, liabilities, proprietorship
B. Income
C. Expenses
D. Income Statements
E. Balance Sheets

TOPIC III - RECORDING TRANSACTIONS

A. "T" accounts
B. Journalizing
C. Posting
D. Changes in account balances

TOPIC IV - THE TRIAL BALANCE

A. Form
B. Equalization of debits and credits
C. Purpose
D. Errors

TOPIC V - THE WORKSHEET

A. Form
B. Use of trial balance
C. Income columns
D. Balance Sheet columns
E. Profit

TOPIC VI - FINANCIAL REPORTS

A. Purpose and use
B. Income Statement
C. Balance Sheet

TOPIC VII - CLOSING THE LEDGER

A. Objective
B. Income and expense summary
C. Closing entries
D. Ruling and balancing accounts

TOPIC VIII - THE COMPLETE CYCLE

At this point it is suggested that the instructor offer the trainee a practice set or project involving the seven topics of this outline. The project should simulate the actual bookkeeping practice encountered in working in a sole proprietorship service business.

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Bridenbaugh, Vachel E.; Lins, Angeline G.; and Elwell, Fayette H. Bookkeeping Principles. New York: Pitman Publishing Corp., 1958.

Carlson, Paul A.; Forkner, Hamden L.; and Boynton, Lewis D. 20th Century Bookkeeping and Accounting. 22nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Ellsworth, J. Phil, and Jackson, Paul R. Applied Bookkeeping. 4th ed. New York: McGraw-Hill Book Co., Inc., 1965.

Freeman, M. Herbert; Hanna, J. Marshall; and Kahn, Gilbert. Gregg Bookkeeping and Accounting. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Fritz, Noble, and Hoffman, G. Bookkeeping Fundamentals. New York: McGraw-Hill Book Co., Inc., 1965.

Janis, Arthur, and Miller, Morris. Fundamentals of Modern Bookkeeping. New York: Pitman Publishing Corp., 1965.

Meigs, Walter B., and Johnson, Charles E. Accounting. The Basis for Business Decisions. New York: McGraw-Hill Book Co., Inc., 1962.

Olson, Milton; Zelliot, Ernest A.; and Leidner, Walter E. Introductory Bookkeeping. 3rd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Perry, Enos C.; Frakes, John C.; and Zabornik, Joseph J. Clerical Bookkeeping. 2nd ed. New York: Pitman Publishing Corp., 1962.

Van Voorhis, J.; Palmer, A.; and Archer, Fred. College Accounting, Theory and Practice. New York: McGraw-Hill Book Co., Inc., 1963.

BOOKKEEPING AND ACCOUNTING II (BA-II)

Hours Required

Class: 1 hour daily

Total: 60 hours

Description

This unit is designed as a sequel to Bookkeeping and Accounting I. In this unit the trainee applies his knowledge of the service type bookkeeping unit to keeping the records of a mercantile business.

Teaching Tips

The trainee should receive instruction in merchandise inventory, sales transactions, purchases transactions, adjusting entries, accruals, returns and allowances, and discounts. This unit develops an appreciation for the importance of simple bookkeeping records, additional business vocabulary, and the ability to keep simple bookkeeping records. The instructor should put theory into practice by having the students complete a practice set involving the records of a mercantile business.

Topic Outline

- I. Review of Bookkeeping Fundamentals
- II. Recording Purchases
- III. Recording Sales
- IV. Recording Cash Receipts
- V. Recording Cash Payments
- VI. The General Journal
- VII. Adjusting and Closing Entries and Financial Reports
- VIII. Miscellaneous Topics

TOPIC I - REVIEW OF BOOKKEEPING FUNDAMENTALS

- A. Asset, liability, proprietorship
- B. "T" accounts, debit, credit
- C. Worksheet
- D. Reports

TOPIC II - RECORDING PURCHASES

- A. Purchases journal
- B. Accounts payable
- C. Controlling account
- D. Returns and allowances
- E. Discounts

TOPIC III - RECORDING SALES

- A. Sales journal
- B. Accounts receivable
- C. Controlling account
- D. Returns and allowances
- E. Discounts

TOPIC IV - RECORDING CASH RECEIPTS

- A. Cash receipts journal
- B. Special money columns
- C. Posting totals

TOPIC V - RECORDING CASH PAYMENTS

- A. Cash payments journal
- B. Special money columns
- C. Posting totals
- D. Proof of cash

TOPIC VI - THE GENERAL JOURNAL

- A. Two column
- B. Miscellaneous entries

TOPIC VII - ADJUSTING AND CLOSING ENTRIES AND FINANCIAL REPORTS

- A. Worksheet with adjustments
- B. Financial reports--merchandise inventory
- C. Closing entries

TOPIC VIII - MISCELLANEOUS TOPICS (BRIEF)

- A. Interest
- B. Depreciation of fixed assets
- C. Accrued expenses
- D. Payrolls
- E. Combination journal

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Bridenbaugh, Vachel E.; Lins, Angeline G.; and Elwell, Fayette H. Bookkeeping Principles. New York: Pitman Publishing Corp., 1958.

Carlson, Paul A.; Forkner, Hamden L.; and Boynton, Lewis D. 20th Century Bookkeeping and Accounting. 22nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Ellsworth, J. Phil, and Jackson, Paul R. Applied Bookkeeping. 4th ed. New York: McGraw-Hill Book Co., Inc., 1965.

Freeman, M. Herbert; Hanna, J. Marshall; and Kahn, Gilbert. Gregg Bookkeeping and Accounting. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Fritz, Noble, and Hoffman, G. Bookkeeping Fundamentals. New York: McGraw-Hill Book Co., Inc., 1965.

Janis, Arthur, and Miller, Morris. Fundamentals of Modern Bookkeeping. New York: Pitman Publishing Corp., 1965.

Meigs, Walter B., and Johnson, Charles E. Accounting. The Basis for Business Decisions. New York: McGraw-Hill Book Co., Inc., 1962.

Olson, Milton; Zelliot, Ernest A.; and Leidner, Walter E. Introductory Bookkeeping. 3rd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Pactor, Paul. Bookkeeping Machines Practice Set. New York: Pitman Publishing Corp., 1961.

Van Voorhis, J.; Palmer, A.; and Archer, Fred. College Accounting, Theory and Practice. New York: McGraw-Hill Book Co., Inc., 1963.

BUSINESS PRINCIPLES AND MANAGEMENT (BPM)

Hours Required

Class: 1 hour daily

Total: 60 hours

Description

The functions, the economic services, the organization, and the operation of American business are emphasized.

Teaching Tips

Principles of good management are taught through involvement of the trainee in the facilitating function of the office, the exploration of the problems of management, and implications of outside influences on the success of the business.

Topic Outline

I. The Business Enterprise System
II. Business Organization
III. Marketing and Merchandising Operations
IV. Financial Operations
V. Personnel and Human Relations
VI. Miscellaneous Management Problems
VII. Government Influence on Business

TOPIC I - THE BUSINESS ENTERPRISE SYSTEM

A. Bases of business in the American economy

B. Nature and extent of business enterprises

C. Opportunities in business

TOPIC II - BUSINESS ORGANIZATION

A. Sole proprietorships and partnerships
  1. Legal structure
  2. Strengths and weaknesses

B. Corporations
  1. Legal structure
  2. Strengths and weaknesses

C. Internal business organization
    1. Characteristics of good organization
    2. Types of organization structures

D. Managerial responsibilities (legal and moral)

TOPIC III - MARKETING AND MERCHANDISING OPERATIONS

A. Role and efficiency of marketing and merchandising in the American economy

B. Distribution channels

C. Purchasing procedures

D. Price policies and procedures

E. Merchandising problems and policies

F. Selling, including advertising and sales promotion

TOPIC IV - FINANCIAL OPERATIONS

A. Financial requirements of a business

B. Methods of financing a business

C. Financial records and their uses

D. Budgeting and financial control

E. Banking services

F. Insurance protection

G. Credit and collection policies and procedures

TOPIC V - PERSONNEL AND HUMAN RELATIONS

A. Recruiting, selecting, [illegible]ning, and promoting employees

B. Compensation and benefits

C. Social security and workmen's protection

D. Labor relations and labor legislation

TOPIC VI - MISCELLANEOUS MANAGEMENT PROBLEMS

A. Choosing a business location and determining desirable building facilities

B. Office procedures
    1. Records control
    2. Accounting

C. Shipping and transportation operations

D. Research and planning

E. Special problems in manufacturing

TOPIC VII - GOVERNMENT INFLUENCE ON BUSINESS

A. Government regulations

B. Taxation

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Fritz, Noble. Introductory Business Practice. New York: McGraw-Hill Book Co., Inc., 1966.

Hurley, Morris L. Business Administration. 2nd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Keith, Lyman A., and Gubellini, Carlo E. Business Management. New York: McGraw-Hill Book Co., Inc., 1958.

________________. Introduction to Business Enterprise. New York: McGraw-Hill Book Co., Inc., 1958.

Lasser, J. K. How to Run a Small Business. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1963.

McNaughton, Wayne L. Introduction to Business Enterprise. New York: John Wiley & Sons, Inc., 1965.

Price, Ray G.; Musselman, Vernon A.; Hall, J. Curtis; and Weeks, Edwin E., Jr. General Business For Everyday Living. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1966.

Robinson, Edwin M. Business Organization and Practice. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1953.

Shilt, Bernard A., and Wilson, W. Harmon. Business Principles and Management. 4th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1961.

Tonne, Herbert A.; Simon, Sidney I.; and McGill, Esby C. Business Principles, Organization, and Management. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1963.

ECONOMICS OF OFFICE ADMINISTRATION (EC)

Hours Required

Class: 1 hour daily — Total: 30 hours

Description

This unit presents economic principles and concepts which should be understood by every trainee being considered for a managerial post in an office. The emphasis in this unit is upon business and its local and national economy.

Teaching Tips

Emphasis should be placed on the effect of the free enterprise system on our national economy, the economics involved in the success of a business, and the economic factors contributing to administration of a business.

Topic Outline

I. Introduction to Economics
II. The Free Enterprise System
III. The American Economic System in Business
IV. The Wage Earner as an Economic Factor

TOPIC I - INTRODUCTION TO ECONOMICS

A. What is economics?
B. How it affects our lives
C. Role of economics in business

TOPIC II - THE FREE ENTERPRISE SYSTEM

A. Characteristics
B. Laws and regulations affecting business
C. Major problems of American business

TOPIC III - THE AMERICAN ECONOMIC SYSTEM IN BUSINESS

A. The consumer influence on supply and demand
B. The producer's role in national and local economic trends
C. Distribution of goods and services
D. Financial institutions and relationship to business economics
E. Money management
  1. Savings for growth
  2. Credit
  3. Investments in assets
F. The effect of economic forces on business
  1. Government regulations
  2. Advertising
  3. Taxes and public finance

TOPIC IV - THE WAGE EARNER AS AN ECONOMIC FACTOR

A. The American worker
B. Labor organizations
C. Labor-management relations

Texts and Other Teaching Materials

From the following suggested texts and materials (or other equivalent commercially available material), select trainee and teacher materials for use in this unit. Additional references are listed in Appendix B.

Dodd, James Harvey; Kennedy, John W.; and Olsen, Arthur R. Applied Economics. 6th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.

Gemmell, J., and Balsley, H. L. Principles of Economics. Boston, Mass.: D. C. Heath and Co., 1964.

Gordon, S., and Winchell, J. An Introduction to the American Economy. Boston, Mass.: D. C. Heath and Co., 1966.

Hurwitz, Howard L., and Shaw, Frederick. Mastering Basic Economics. New York: Oxford Book Co., 1964.

Keiser, Norman F. Introductory Economics. New York: John Wiley & Sons, Inc., 1961.

Klein, Jacob, and Woolf, Colvin. Economic Problems of Today. Chicago, Ill.: Lyons and Carnahan, 1959.

Lynn, Robert Athan. Basic Economic Principles. New York: McGraw-Hill Book Co., Inc., 1965.

Mark, Shelley M. Economics in Action. 3rd ed. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1965.

McConnell, Campbell R. Economics. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1966.

Robinson, Marshall A.; Morton, Herbert C.; and Calderwood, James D. An Introduction to Economic Reasoning. Garden City, N. Y.: Doubleday and Co., Inc., 1962.

Smith, A. H. Economics for Our Times. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1963.

Wilson, W. Harmon, and Eyster, Elvin S. Consumer Economic Problems. 7th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

Wronski, Stanley P.; Doody, Francis S.; and Clemence, Richard V. Modern Economics. Boston, Mass.: Allyn and Bacon, Inc., 1964.

APPENDIX A - SUGGESTED STANDARDS OF ACHIEVEMENT

Acceptable vocational competencies in a job classification will vary according to local labor and employer standards. The following suggested standards reflect professional opinion concerning generally accepted achievement levels in the subject areas.

Standards of performance are divided into two areas: those subjects in which objective skill measurement is fairly well standardized, and those subjects in which reliance must be placed on the teacher's knowledge of office practices and procedures and previous teaching experience. These latter subjects are primarily concerned with acquisition of knowledge, development of attitudes, and demonstration of acceptable behavior.

The suggested standards should not be considered rigidly minimal. Rather, they should be looked upon as guides in evaluating trainee achievements and class goals.

Evaluation of each trainee by the teacher should include the use of selected class tests, workbook grading, and final tests. In addition, the teacher should note trainee interest, contributions, and motivation.

GENERAL OFFICE EDUCATION UNITS

APPLIED OFFICE MATHEMATICS

a. Knowledge of departmental purchases and sales, commissions, and piece work
b. Accurate (95% or better) calculations of simple payrolls, discounts and prices, interest rates, and interest yields
c. Accurate (95% or better) calculations of deferred payments and charges, discount and discount rates on notes and drafts
d. Knowledge of the simple types of insurance and tax computations

BUSINESS BEHAVIOR AND PSYCHOLOGY

a. Knowledge of the effect of own personality on office productivity
b. Knowledge of basic office customs
c. Acceptable appearance and clear, distinct speech
d. Knowledge of good personal habits and application of common sense to routine office work
e. Knowledge of self-personality, motives, emotions—and demonstrated willingness to strive for self-improvement
f. Ability to adjust to group work situations: human relations, teamwork
g. Ability to work independently, organize work, and recognize superior-subordinate relationships
h. Knowledge of basic understanding of human relations, morale, and productivity in work

BUSINESS COMMUNICATION AND LANGUAGE SKILLS

a. Knowledge and understanding of the fundamental principles of effective communication
b. Adequate mastery of the mechanics of English
c. Ability to prepare simple letters from rough notes
d. Ability to handle appointments, schedules, and acknowledgments
e. Ability to use source material for information
f. Ability to compose letters and reports
g. Ability to listen attentively
h. Knowledge of word lists involving specific occupation

FILING AND FILING SYSTEMS

a. Knowledge of purposes and techniques of alphabetic corespondence and systems
b. Familiarity with numeric, alpha-numeric, geographic, subject, and alpha-numeric subject systems and other systems

c. Knowledge of records management practices and procedures
d. Ability to file accurately 50-80, 3" x 5" cards in 18 minutes
e. Ability to file accurately 70-90 pieces of correspondence in 20 minutes
f. Ability to index a variety of miscellaneous documents shown through successful completion of a practice filing set

INDEXING

a. Ability to understand purposes of alphabetic indexing
b. Ability to understand rules governing alphabetic indexing
c. Knowledge of methods of retrieval
d. Knowledge of types of systems
e. Ability to file accurately 70-90 pieces of correspondence alphabetically in 20 minutes
f. Ability to index a variety of miscellaneous documents shown through successful completion of an alphabetic filing practice set

INTRODUCTION TO OFFICE SERVICES

a. Knowledge of the nature and functions of business and the importance of business activities
b. A knowledge of the functions of banks and other financial organizations as sources of money and credit for business purposes
c. A knowledge of economic risks and an understanding of how insurance protects businesses from heavy loss of property and income
d. An understanding of need for well-trained workers in the business office
e. An understanding of the structure and operation of the American economic system and a sense of the rights and responsibilities of business and the individual

OFFICE PRACTICE I - GENERAL

a. A proficiency in handling mail, messages, and proper telephone usage
b. Knowledge of business forms and occupational skill in handling them
c. Acquaintanceship with office machines but occupational level should not be expected
d. Knowledge of keeping simple stock records
e. Knowledge of basic duplicating processes

PRINCIPLES OF MATHEMATICS

a. Demonstrate knowledge of manual addition, subtraction, multiplication, division
b. Accurately (95% or better) perform calculations of percentages, averages, measurements, and simple money statements involving proficiency in conversion and use of fractions and decimals
c. Knowledge of units of measurement

RECORD KEEPING

a. Knowledge of basic bookkeeping, including simple entries in double-entry system
b. Knowledge of the nature and application of common business records
c. Average degree of proficiency in completion of common and simple records
d. Ability to handle cash transactions accurately (no errors)
e. Knowledge of double-entry bookkeeping. Simple journal and ledger entries
f. Knowledge of source records required for posting

SKILL TYPING

a. Complete mastery of keyboard and office typing techniques
b. Ability to type manuscripts and self-composed material
c. A thorough knowledge of business letters, forms, and memoranda
d. A proficiency in producing tabular reports from rough draft and typewritten copy

e. Ability to type timed straight copy of average difficulty level for 3- and 5-minute periods
f. Ability to type approximately 39 - 52 net words a minute (NWAM) with no more than 3 errors on straight copy
g. A net production rate a minute (N-PRAM), based on number of problems acceptably completed, from 10 - 21 and higher

SPELLING AND VOCABULARY

a. Correct spelling of the more commonly used business English words
b. Know meaning, use, and spelling of general business terms and most frequently used data processing terms
c. Knowledge of rules of punctuation, capitalization, and abbreviations
d. Ability to construct sentences and use phrases and clauses correctly
e. Knowledge of course unit content (approximately 90%)

TYPING I

a. Keyboard mastery; understanding of principles and techniques of touch typing
b. Ability to produce neat and attractive typewritten copy
c. Knowledge of how to proofread copy and correct errors
d. Ability to make applications of typing skill to basic letter forms, simple tabulations, simple manuscript typing, simple office forms
e. Knowledge of how to clean typewriter; change ribbons

SPECIALIZED OFFICE EDUCATION UNITS

ADDING AND CALCULATING MACHINES

a. An occupational proficiency on common office adding and calculating machines
b. Perform operations proficiently on various listed machines with 98% accuracy in addition, subtraction, multiplication, and division
c. Knowledge of principles, procedures, and techniques for each machine
d. Ability to list from columnar figures 80 to 100 keys-per-minute rate
e. Ability to tabulate 50 handwritten checks in one minute or less- no errors

DUPLICATING AND REPRODUCING MACHINES

a. Ability to accurately type master copies
b. Knowledge of the operation of spirit, stencil, and offset duplicating machines
c. Knowledge of the use of instruments involved in producing master stencil copy
d. Knowledge of principles of photocopying process
e. Knowledge of all common office techniques of copy reproduction

KEY-PUNCH OPERATION

a. Knowledge of all operative parts of the key-punch machine
b. Ability to stroke at a minimum of 5000 key strokes per hour with 97% accuracy
c. Ability to prepare programmed cards
d. Ability to rekey errors in cards
e. Ability to care for the machine during and after malfunction
f. Knowledge of the operation of the verifier

OFFICE PRACTICE II - GENERAL

a. Knowledge of visual reproduction techniques
b. Knowledge of business reports and the ability to type them
c. A basic understanding of data processing and its implications upon business
d. Knowledge of banks and banking services

e. Ability to keep simple payroll records
f. Ability to keep simple cash records

PRINCIPLES OF DATA PROCESSING

a. Knowledge of special vocabulary of data processing
b. Understand what data processing is and its importance to business
c. Understand the steps in the data processing cycle
d. Basic knowledge of functions of data processing equipment
e. Knowledge of the functions of a data processing department and of data processing occupations

ADMINISTRATIVE OFFICE EDUCATION UNITS

BOOKKEEPING AND ACCOUNTING I

a. Knowledge of bookkeeping fundamentals
b. Ability to prepare a simple worksheet
c. Ability to prepare a simple financial report for a service-type business
d. Ability to accurately complete a service-type practice set involving the complete bookkeeping cycle

BOOKKEEPING AND ACCOUNTING II

a. Knowledge of mercantile business involving merchandise inventory, sales, and purchases
b. Knowledge of special journals
c. Ability to make, record, and post adjusting and closing entries
d. Knowledge of payrolls, income, expenses
e. Ability to operate a set of account books for a mercantile business

BUSINESS PRINCIPLES AND MANAGEMENT

a. Knowledge of fundamentals of course unit in regard to types of business organizations and managerial structure and functions (85 to 90% correct on tests of factual material in course content)
b. Basic understanding of simpler businesses and government relationships
c. Knowledge of basic techniques and importance of management of finance, personnel, and production

CORRESPONDENCE AND REPORT WRITING

a. Knowledge of style and format of letters, reports, and memoranda
b. Knowledge of planning and collection of information; necessity for organization and analysis of data
c. Knowledge of the necessity for unity, conciseness, emphasis, clarity, and tone in business correspondence
d. Knowledge of the importance of appearance, accuracy, relevance, timeliness, and readability of letters and reports.
e. Knowledge of mechanical factors: capitalization; hyphenation; abbreviations; and grammar--agreement of voice, number, and person

ECONOMICS OF OFFICE ADMINISTRATION

a. Knowledge of money, prices, and income in relation to business
b. Knowledge of the relationships of labor and business management to productivity and wages
c. Knowledge of the role of the Federal government in relation to regulation and control of business activity and policy

d. Knowledge about taxes and their influence on business and business profits
e. Knowledge about personal finance in relation to Social Security and retirement annuities
f. Knowledge of labor and management relations, labor organizations and rights of labor
g. Knowledge about business savings, credit, and investments

OFFICE ADMINISTRATION

a. Knowledge of responsibilities and functions of management
b. Knowledge of how to train workers and to work with others
c. Knowledge of general office principles of supervision
d. Knowledge of office costs and methods of control
e. Knowledge of business correspondence, common forms, mailing activities, public relations, and records management
f. Ability to interpret business restrictions and regulations as established in office manuals

APPENDIX B - SAMPLE SUGGESTED LESSON PLAN
(TYPICAL MATERIALS FOR INSTRUCTIONAL PURPOSES)

A good unit of instruction provides various kinds of learning activities that should be coordinated with each other for maximum effect, and an effective teacher's guide can aid in such coordination. Among helpful learning activities are demonstrations, lectures, directed study, supervised practice, and examination. Many approaches are thus made to the problems in the unit, and the trainee takes a basic step in learning as he solves problems through these approaches. A typical teacher's guide may suggest topics for presentation by using various teaching techniques such as lecture, audiovisual presentation, individual or group activities or discussion, formal or informal review, and oral or written examination. Each separate activity should contribute its part to the mastery of the content of the unit.

The sample suggested lesson plan of a teacher's guide presented here is illustrative of suggested methods of unitizing material for class presentation under the appropriate subtopic or topic of a typical course outline. The individual teacher may expand or contract the detail contained in his own personal guide as his particular experience dictates. Rigorous adherence to the format is neither recommended nor intended. It is a helpful instruction aid when new or infrequently occurring subject content is to be presented.

INDEXING

Lesson VIII - Alphabetic Card Filing

Lesson Title: "Card Files, Card Guides, Organization of Card Files, and Variations in Systems."

Review: 5 minutes
Lecture and demonstration: 25 minutes
Class practice assignment: 15 minutes
Question and answer period: 15 minutes
Materials: File cards, card guides, folders, card file box

Topic Outline

I. Review of preceding lesson—
Scope of filing
   A. Types of correspondence to be filed
   B. Accounting records
   C. Business forms
   D. Legal documents
   E. Blueprints and maps
   F. Catalogs, trade magazines, and so forth
   G. Articles
   H. Stock records
   I. Business reports

II. Introduction to alphabetic card filing
   A. Uses of alphabetic card filing

   B. The system of alphabetic card filing
      1. Guides
      2. Tabs

   C. Captions

   D. Organization of a card file

- E. Alphabetic correspondence filing
  - 1. Guides
  - 2. Folders
  - 3. Drawer labels

III. Class practice assignment

- A. Preparing card guides and tabs

- B. Put prepared guides and tabs in alphabetic sequence

- C. Preparing alphabetic correspondence guides

- D. Preparing alphabetic folders

- E. Put prepared guides and folders in alphabetic sequence

IV. Question and answer period—
Suggested questions for oral or written answers:

- A. What is a guide? a tab? a caption?
- B. What is a one-third cut tab? In what other popular sizes are tabs cut?
- C. What is a primary card guide? an auxiliary card guide?
- D. How close together should guides be placed in an alphabetic card file?
- E. What is an individual folder? a special folder? a miscellaneous folder?
- F. What purpose does a drawer label serve?

References

Bassett, Ernest D., and others. Teacher's Manual for Business Filing and Records Control. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.

Kahn, Gilbert, and others. Teacher's Manual for Progressing Filing. 7th ed. New York: McGraw-Hill Book Co., Inc. 1962.

Selden, William, and others. Teacher's Manual for Filing and Finding. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1962.

INSTRUCTIONAL MATERIALS

The following instructional materials have not been previously listed in the instructional units. They are included here to assist the teacher in finding appropriate and useful supplementary materials. Although this list is by no means exhaustive, it will serve as a convenient initial source of many helpful materials.

For the further convenience of the teacher who may wish to find materials appropriate to a particular subject area quickly, many of the items have been assigned codes which indicate the subject area(s) for which any particular item appears most appropriate. The codes do not specifically refer to titles of units as they appear in the curricula.

Code	Subject Area
(AC)	Adding and Calculating Machines
(MA)	Applied Office Mathematics
(BA)	Bookkeeping and Accounting
(BBP)	Business Behavior and Psychology
(BC)	Business Communication and Language Skills
(BP)	Business Principles and Management
(FS)	Filing and Filing Systems
(I)	Indexing
(IO)	Introduction to Office Services
(OA)	Office Administration
(OP)	Office Practice
(PDP)	Principles of Data Processing
(SV)	Spelling and Vocabulary
(T)	Typing
(IN)	Instructor's Materials

NOTE: The addresses of publishers, producers, and additional sources of materials may be found in APPENDIX E.

TEXTS AND REFERENCES

(AC, BA, OM)	Agnew, P. L. Machine Office Practice. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.
(OM)	Allendoerfer, C. B., and Oakley, C.O. Principles of Mathematics. New York: McGraw-Hill Book Co., Inc., 1955.
(IN)	Archer, Fred C.; Brecker, Raymond F.; and Frakes, John C. General Office Practice. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1963.
(BC)	Aurner, Robert R., and Burtness, Paul S. Effective English for Business. 5th ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962. Study Projects (Workbook); Tests 1-3 and Final Examination; Instructor's Manual.
(OP, T)	Bell, Robert P. Typewriting Office Practice for Colleges. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.
(BBP, IN)	Bellows, R. Psychology of Personnel in Business and Industry. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.
(OP, T)	Bendixen, E. T., and Ricksen, H. B. Production Typing. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.
(PDP, BP)	Bethel, Lawrence L.; Atwater, Franklin S.; Smith, George H. E.; and Stackman, Harvey A., Jr. Industrial Organization and Management. New York: McGraw-Hill Book Co., Inc., 1962.
(BA, IN)	Boynton, L. D. Methods of Teaching Bookkeeping and Accounting. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1964.
(BC, IN)	Brown, L. Communicating Facts and Ideas in Business. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.
(BC)	Cox, H. L. Coping with Correspondence. New York: Sterling Publishing Co., Inc., 1962.
(IN)	Daughtrey, Anne Scott. Methods of Basic Business Education. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1965.
(IN)	Delta Pi Epsilon. Bibliography of Teaching Materials in Business Education. New York: New York University Press.
(IN)	Delta Pi Epsilon. The Business Teacher Learns from Cases. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1957.
(BA)	Dictionary of Bookkeeping and Accounting Terminology. rev. ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1962.
(OM, IN)	Dutton, W. H., and Adams, L. J. Arithmetic for Teachers. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.
(IN, OM)	Fowler, F. P., and Sandberg, E. W. Basic Mathematics for Administration. New York: John Wiley and Sons, Inc., 1962.
(IN)	Green, H. Activities Handbook for Business Teachers. New York: McGraw-Hill Book Co., Inc., 1958.

(IN) Hardaway, M. Testing and Evaluation in Business Education. 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1966.

(IN) Harms, H. Methods in Vocational Business Education. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1963.

(OA) Hegarty, E. How to Build Job Enthusiasm. New York: McGraw-Hill Book Co., Inc., 1960.

(IN) Huffman, H., ed., and others. The Clerical Program in Business Education—The American Business Education Yearbook. New York: New York University Press, 1959.

(PDP) Jaski, Tom. Electronics in Business Machines. New York: A. S. Barnes and Co., 1963.

(BA, IN) Johnson, Eldred A. Accounting Systems in Modern Business. New York: McGraw-Hill Book Co., Inc., 1959.

(IN, PDP, OP) Kahn, Gilbert; Yerian, Theodore; and Stewart, Jeffrey R. Progressive Filing and Records Management. New York: McGraw-Hill Book Co., Inc., 1962.

(BA) Kanzer, E. M., and Schaaf, W. L. Essentials of Business Arithmetic. Boston: D. C. Heath & Co., 1960.

(IN) Lamb, Marion M. Your First Year of Teaching Typewriting. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1959.

(PDP, IN) Leeson, Daniel N., and Dimitry, Donald L. Basic Programming Concepts and the IBM 1620 Computer. New York: Holt, Rinehart and Winston, Inc., 1962.

(BBP, OA) MacGibbon, E. G. Fitting Yourself for Business. 4th ed. New York: McGraw-Hill Book Co., Inc., 1961.

(OM, IN) McCollough, Celeste, and Van Atta, Loche. A Programmed Introduction to Statistical Concepts. New York: McGraw-Hill Book Co., Inc., 1963.

(BC, SV) Modern English Spelling. 2nd ed. A Programmed Textbook. New York: TMI Grolier, 1961.

(IN) Monroe, Alfred J. Digital Processes for Sampled Data Systems. New York: John Wiley and Sons, Inc., 1962.

(IN) Nanassy, L. C., ed. Business Education Index. Delta Pi Epsilon, Annual issues since 1940.

(IN) Nolan, C. A., and Hayden, Carlos K. Principles and Problems of Business Education. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1958.

(BC, SV) Punctuation, Modern English Series. 2nd ed. A Programmed Textbook. New York: TMI Grolier, 1961.

(T, OP) Reynolds, H., and Skimin, E. Office Practice Typewriting. New York: McGraw-Hill Book Co., Inc., 1960.

(OM) Rosenberg, R. R. Business Mathematics. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1964.

(IN) Russon, Alien R., and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting. Cincinnati, Ohio: South-Western Publishing Co., Inc., 1960.

(DP)	Salmon, Lawrence. IBM Machine Operation and Wiring. Belmont, Calif.: Wadsworth Publishing Co., 1962.
(BC)	Schaffer, V., and Shaw, H. McGraw-Hill Handbook of English. 2nd ed. New York: McGraw-Hill Book Co., Inc., 1960.
(DP)	Schmidt, R. N., and Meyers, W. E. Electronic Business Data Processing. New York: Holt, Rinehart and Winston, Inc., 1963.
(SV, OP)	Spelling Record Set No. 900. New York: Dictation Disc Co.
(IN)	Tonne, H. A. Principles of Business Education. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1960.
(IN)	__________; Popham, E.; and Freeman, M. H. Methods of Teaching Business Subjects. 3rd ed. New York: McGraw-Hill Book Co., Inc., 1962.
(T)	Typing Homework Series. Self-Study Workbook. 30 assignments. Huntington, N. Y.: Educational Developmental Laboratories.
(BBP)	Vanderbilt, A. Complete Book of Etiquette. rev. ed. New York: Doubleday & Co., 1958.
(BC, SV, T, OP)	Websters' Third New International Dictionary of the English Language. Springfield, Mass.: G. & C. Merriam Co., 1961.

PERIODICALS, GUIDES, AND DIRECTORIES

It is suggested that the teacher become acquainted with some of the following materials. Their contents are both specific and general and may be applicable to several areas.

Administrative Management. Geyer-McAllister, Inc., 212 Fifth Avenue, New York, N. Y. 10010

American Business. 4660 Ravenswood Ave., Chicago, Ill. 60640

Audio-Visual Aids for Data Processing Systems and Automation. 1963, Data Processing Management Association, Park Ridge, Ill. 60068

Automation. A Penton Publication, Penton Building, Cleveland, Ohio. 44013

A-V Index, The. Audio-Visual Research Institute, 1346 Broadway, Detroit, Mich. 48226

Balance Sheet, The. South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio. 45227

Business Automation. OA Business Publications, Inc., 288 Park Avenue West, Elmhurst, Ill. 60126

Business Education World. McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York, N. Y. 10036

Business Management. Management Magazines, Inc., 22 West Putnam Ave., Greenwich, Conn. 06830

Business Newsmagazine. The Alsen Publishing Co., 1445 N. Fifth St., Milwaukee, Wis. 53212

Business Screen. Business Screen Magazine, Inc., 7064 Sheridan Rd., Chicago, Ill. 60626

Business Week. McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York, N. Y. 10036

Check List of All Available Teaching Aids. Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632

Data Processing Yearbook. American Data Processing, Inc., 2200 Book Tower, Detroit, Mich. 48226

Datamation. F. D. Thompson Publications, Inc., 141 E. 44th St., New York, N. Y. 10017

Directory of Films about Property, Casualty and Surety Insurance. Insurance Information Institute, 110 William St., New York, N. Y. 10038

Educators Guide to Free Films. Educators Progress Service, Dept. AVG, Randolph, Wis. 53956

Educators Guide to Free Slidefilms. Educators Progress Service, Dept. AVG, Randolph, Wis. 53956

Financial Executive. Financial Executives Institute, 50 W. 44th St., New York, N. Y. 10036

Journal of Accountancy. American Institute of Certified Public Accountants, 666 Fifth Ave., New York, N. Y. 10019

Journal of College Placement. College Placement Council, Inc., 35 E. Elizabeth Ave., Bethlehem, Pa. 18018

Journal of Data Management. Data Management Association, 524 Busse Highway, Park Ridge, Ill. 60068

Journal of the American Society of Training Directors. American Society of Training Directors, 2020 University Ave., Madison, Wis. 53705

Modern Office Procedures. Industrial Publishing Corp., 812 Huron Road, Cleveland, Ohio. 44115

Nations Business. U. S. Chamber of Commerce, 1615 H St., NW., Washington, D. C. 20006

Occupations in Electronic Data-Processing Systems. U. S. Department of Labor, 1959. U. S. Government Printing Office, Washington, D. C. 20402

Office. Office Publications, 60 E. 42nd St., New York, N. Y. 10017

Pitmanite. Pitman Publishing Corp., 20 E. 46th St., New York, N. Y. 10036

Reproduction Methods for Business and Industry - RM. Gellert-Wolfman Publishing Co., 33 W. 60th St., New York, N. Y. 10023

Systems. United Business Publications, Inc., 200 Madison Ave., New York, N. Y. 10016

Today's Secretary. McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York, N. Y. 10036

Typewriting News. South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio. 45227

The Typing Teacher. 4006 Carlisle Ave., Baltimore, Md. 21216

Visual Aids for Business and Economic Education. rev. 1965. (Monograph 92). South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio. 45227

FILMS AND FILMSTRIPS

Abbreviations Used in Descriptions

BW - Black & White
Col - Color
FS - Filmstrip
Min. - running time in minutes
MP - Motion Picture
Si - Silent
So - Sound

Subject Code (See Page 81)	
(BA)	Accounting: Basic Procedures. MP-So-16mm-Col-11 min. Coronet Instructional Films.
(AC, BA)	Accounting and Calculating Machines. MP-So-BW-12 min. Teaching Aids Exchange.
(BA)	Accounting Cycle Direct Ledger Entry, The. FS-Si. Business Education Films.
(BA)	Accounting Filmstrips with Automation Application. FS-So-35mm. Remington Rand.

(BA)	Accounting Series. 11 FS-Si-BW. McGraw-Hill Book Co., Inc.
(PDP)	Automatic Computers. MP-So-Col-16 min. International Business Machines.
(PDP)	Automation. A CBS NEWS "See It Now" Production. MP-So-BW-84 min. McGraw-Hill Book Co., Inc.
(BA, OP, PDP)	Automation in Today's Modern Office. FS-Si-35mm-20 min.-Col. Friden, Inc.
(PDP)	Automation of B. J. Blurch, Inc., The. MP-So-Col-16 min. Data Processing Management Association International Headquarters.
(BA, IO)	Back of Every Promise. MP-So-16mm-30 min. Continental Illinois National Bank and Trust Company.
(BA, BP)	Banks and Credit. MP-So-BW-10 min. Coronet Instructional Films.
(BA)	Base and Place. MP-So-BW-30 min. University of Colorado.
(T, OP)	Basic Typing - Machine Operation. MP-So-BW-30 min. United World.
(T, OP)	Basic Typing - Methods. MP-So-16mm-31 min. Castle Films.
(PDP, AC)	Beauty of It, The. FS-So-Col-30 min. Burroughs Corporation.
(T, OP)	Better Typing at Your Fingertips. MP-So-Col-30 min. Modern Talking Picture Service.
(BA)	Bookkeeping and Accounting. MP-So-BW-11 min. Carl F. Mahnke Productions.
(BA)	Bookkeeping and Accounting Errors. FS-Si-BW. Business Education Films.
(BA)	Bookkeeping and You. MP-So-Col/BW-11 min. Coronet Instructional Films.
(BA)	Bookkeeping Cycle, The. FS-Si. Society for Visual Education, Inc.
(BA)	Bookkeeping Series. 6 FS-Col. McGraw-Hill Book Co., Inc.
(BC, SV)	Build Your Vocabulary. MP-So-Col/BW-10 min. Coronet Instructional Films.
(T, OP)	Building Typing Skills. MP-So-Col&BW-11 min. Coronet Instructional Films.
(BA, BC)	Business Education Series. 6 FS-Col. McGraw-Hill Book Co., Inc.
(BBP)	Business Etiquette Series. 11 FS-BW. McGraw-Hill Book Co., Inc.
(OM)	By the Numbers. MP-So-Col-16 min. International Business Machines.
(PDP, AC)	Cards That Count, The. MP-So-Col-15 min. International Business Machines.
(PDP)	Careers in Business Data Processing. MP-So-Col-16 min. U. of Southern California.
(BA, PDP)	Collection of Data. FS-So-Col-22 min. City College of New York.
(PDP)	Computer Programming. MP-So-BW-26 min. System Development Corporation.
(BA)	Controlling Accounts. FS-Si. Business Education Films.
(AC, PDP)	Costs That Make Sense. MP-So-Col-15 min. International Business Machines.

(BBP, OA)	Developing Responsibility. MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(PDP, BA)	Distribution Accounting. FS-So-Col. International Business Machines.
(T, OP)	Do You Know Your Typewriter? FS-Si. Society for Visual Education.
(OM)	Donald in Mathmagic Land. MP-So-Col-28 min. University of Michigan.
(T, BC)	Eight Parts of a Business Letter. MP-So-Col/BW-11 min. Business Education Films.
(T)	Electric Typing Time. MP-So-Col-20 min. International Business Machines.
(PDP, BA)	Electronic Bank Bookkeeping on the Job. MP-So-Col-12 min. Burroughs Corporation.
(PDP, FS)	Filing Procedures in Business. MP-So-Col/BW-11 min. Coronet Instructional Films.
(BC)	Fundamentals of English Series. 6 FS-Si-Col. McGraw-Hill Book Co., Inc.
(OM)	General Mathematics - Business Mathematics Course. 25 FS-Si-BW. (Instructor's Manual) Educational Developmental Laboratories.
(BC)	Grammar: Verbs and Ways We Use Them. MP-So-Col/BW-11 min. Coronet Instructional Films.
(T, OP)	Gregg Typewriting Series, Set I and Set II. FS-So-12 min. per filmstrip. McGraw-Hill Book Co., Inc.
(BA)	How To Balance Accounts. FS-Si. Business Education Films.
(BBP, OA)	How To Be Well Groomed. MP-So-Col/BW-10 min. Coronet Instructional Films.
(BBP, OA)	How To Give and Take Instructions. MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(BBP, OP)	How To Investigate Vocations. MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(BBP, OA)	How To Keep a Job. MP-11 min. Coronet Instructional Films.
(BA, IO)	How To Use Your Bank. MP-So-16mm-10 min.-BW. Business Education Films.
(BC)	How To Write Effectively. MP-So-16mm-BW-11 min. Coronet Instructional Films.
(OA)	Human Relations in Supervision. 24 FS-So-6 min. per filmstrip. McGraw-Hill Book Co., Inc.
(PDP, CP)	Integrated Data Processing. MP-So-Col.-35 min. Business Education Films.
(OM, BA)	Interest--60 Day 6% Method--Parts I and II. FS-Si. Business Education Films.
(BA)	Introduction to Accounting. FS-Si. Business Education Films.
(BA)	Journal--First Lesson, The. MP-Si. Business Education Films.
(T, OP)	Know Your Typewriter. MP-So-Col/BW-11 min. Coronet Instructional Films.
(BC, SV)	Look It Up! (Dictionary Habits). MP-So-Col/BW-11 min. Coronet Instructional Films.

(PDP)	Magic Window--Principles of Punched Card Accounting, The. FS-So-Col. International Business Machines.
(BBP)	Manner of Speaking, A. MP-So-BW/Col.-28 min. Indiana Bell Telephone Company.
(BA, OM)	Meaning of Percentages. MP-So-BW-10 min. Business Education Films.
(BC)	Message to No One, A. MP-So-Col.-25 min. Champion Paper and Fiber Co. (Hamilton, Ohio.)
(PDP)	Methods Analysis. MP-So-BW-10 min. McGraw-Hill Book Co., Inc.
(AC)	Modern Business Machines. MP-So-20 min. Teaching Aids Exchange.
(BBP, OA)	Office Courtesy--Meeting the Public. MP-So-Col/BW-12 min. Encyclopaedia Britannica Films, Inc.
(BBP, OA)	Office Etiquette. MP-So-15 min. Encyclopaedia Britannica Films, Inc.
(OA)	Office Supervisor's Problems. Six 8 min. films with Discussion Leader's Manual. MP-So-Col/BW. McGraw-Hill Book Co., Inc.
(OA)	Office Supervisor's Problems Series, The. 6MP-So-Col. McGraw-Hill Book Co., Inc.
(BBP, OA)	Office Teamwork. MP-So-Col/BW-12 min. Encyclopaedia Britannica Films, Inc.
(BA, IO)	Pay to the Order of. MP-So-10 min. Public Relations Council, American Bankers Association.
(BBP)	Personal Qualities to Job Success. MP-So-11 min. Coronet Instructional Films.
(BBP, IO)	Polish Up Your Personality. FS-Si. Society for Visual Education, Inc.
(BA)	Posting--One Journal, One Ledger. FS-Si. Business Education Films.
(BBP, OA)	Public Relations. MP-So-16mm-17 min.-BW. Business Education Films.
(T, OP)	Ready to Type. MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(PDP, BA)	Retail Accounts Receivable. FS-So-Col. International Business Machines.
(PDP)	Serving Through Better Systems. FS-So-Col.-17 min. Burroughs Corporation.
(T, OP)	Shortcuts in Typing. MP-So-30 min. Educators Progress Service.
(IO, BP)	Sound Business. FS-So-BW. Continental Illinois National Bank and Trust Co.
(OA)	Supervisory Problems in the Office. 12 FS-So-8-11 min. per filmstrip. McGraw-Hill Book Co., Inc.
(PDP)	Technology and You. MP-So-Col.-13 min. University of Michigan.
(AC, BA, OM)	Ten-Key Touch Training Course. 25 FS-Si-BW. (Operators and Instructor manuals) Educational Developmental Laboratories.
(AC, OP)	The Stencil. So-35mm-22 min.-Col.-FS. A. B. Dick Company.
(T, OP)	Tips on Typing. MP-So-21 min. Underwood Corporation.
(T, OP)	Tricks of the Trade for Typists. MP-Si-15 min. Teaching Aids Exchange.
(T, OP)	Type Right. MP-Si-16mm-10 min. Teaching Aids, Inc.

(T)	Typing-Keyboard Introduction Course. 2nd ed. 10 FS-Si-BW. (Student and Instructor manuals) Educational Developmental Laboratories.
(T, OP)	Typing-Skill Development Course. 25 FS-Si-BW. (Student and Instructor manuals) Educational Developmental Laboratories.
(BC)	Using Parts of Speech. Si-35mm-FS-Col. Jam Handy Organization.
(BC, OP)	Using Punctuation and Capital Letters. Si-35mm-FS-Col. Jam Handy Organization.
(OP, IO, BP)	Vocational Office Training. MP-So-16mm-10 min.-BW. Business Education Films.
(OP, IO, BP)	What Is Business? MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(OP, IO, BP)	What Is a Contract? MP-So-16mm-11 min.-Col. Coronet Instructional Films.
(BA, BP)	What Is a Corporation? MP-So-Col/BW-11 min. Coronet Instructional Films.
(PDP)	What is EDP? MP-So-Col.-13 min. International Business Machines.
(BC)	Why Punctuate? MP-So-11 min. McGraw-Hill Book Co., Inc.
(BC)	Writing Better Business Letters. MP-So-Col/BW-10 min. Coronet Instructional Films.
(BBP, OA)	You're on the Team. MP-15 min. Eastman Kodak Company.

ADDITIONAL INSTRUCTIONAL MATERIALS

(BC, PDP, IN)	Automation Dictionary (A Booklet) (Philadelphia:) Minneapolis-Honeywell Regulator Co., Industrial Division.
(BA)	Bookkeeping Procedure Visualized. (21 ½" x 27 ½" chart, BW) National Blank Book Co.
(BA)	Bookkeeping Transparencies (8" x 10") for overhead projector. (Cincinnati:) South-Western Publishing Co., Inc., 1962.
(BA)	Bookkeeping Wall Charts. (48" x 52", 3 colors) George F. Cram Company, Inc.
(IO, OP)	Careers in Business. (18" x 24") (Cincinnati:) South-Western Publishing Co., Inc.
(PDP, BP)	Careers in Data Processing. (A Booklet) Project on Information Processing. NSTA, Montclair State College (Upper Montclair, N. J.)
(T, OP)	Cartoons. (8¼" x 10", for typing) National Association of Secondary School Principals.
(T, OP)	Cartoons. (8½" x 11") Ohio Typewriter Service.
(BA)	Cartoons. (8" x 10", BW for Bookkeeping) Special Teaching Aids.
(T, OP)	Case of the New, New Ribbon, The. (30" x 40" Poster, Col.) Poster Visual Aids.
(OP, IO)	Clerical and Sales Occupations. (27" x 38") B'nai B'rith Vocational Service Bureau.
(OM)	Facts for Math. (Teachers Ref.) Automobile Manufacturers Association.

(PDP, FS)	Filing Simplified. (17'' x 22'', Col.) Smead Manufacturing Co.
(T, OP)	Gregg Typing Picture-Posters-Letter Style Series. (New York:) McGraw-Hill Book Co., Inc.
(T, OP)	Gregg Typing Records--Keyboard Series. Boxes 1-4 inclusive. (New York:) McGraw-Hill Book Co., Inc.
(BA, IO, BP)	Income Tax Kits. (32'' x 44'') Internal Revenue Service or post office.
(T, OP)	Keyboard Wall Chart. Education Research Committee.
(T, OP)	Keyboard Wall Chart. Royal Typewriter Co.
(T, OP)	Motivation Chart for Typewriting. (22'' x 32'') Teaching Aids Exchange.
(T, OP)	Office Experience--Typewriters. (Demo. Kit. 40 min.) Underwood Corporation.
(T, OP)	Records for Part I--20th Century Typewriting. 8th ed. (Cincinnati, Ohio:) South-Western Publishing Co., Inc.
(BA, IO)	Social Security Charts. (Kit: 32'' x 44'' charts, teacher pamphlets) (Bureau of) Internal Revenue Service.
(T, OP)	Tapes for Part I--20th Century Typewriting. 8th ed. (Cincinnati, Ohio:) South-Western Publishing Co., Inc.
(T, OP)	Typewriter Keyboard Chart. (20 3/8'' x 13'') E. D. Crim Publications.
(T, OP)	Typewriter Keyboard Test. R. C. Allen Business Machines, Inc.
(T, OP)	Typewriter Kit No. 1. (Posters, Col.) Educational Supplies and Services.
(T, OP)	Typewriting Display Kits. (Posters, Col.) Educational Supplies and Services.
(T, OP)	Typewriting Posture Posters. American Book Co.
(T, OP)	Typewriting Rhythm Records--Progressive Speed Series. (New York:) McGraw-Hill Book Co., Inc.
(T, OP)	Typing Cartoons. ($8\frac{1}{2}$'' x 11'', Red and Black) Poster Visual Aids.
(T, OP)	Typing Do's and Duds. ($8\frac{1}{2}$'' x 11'', Red and Black) Poster Visual Aids.
(T, OP)	Typing Habits, Ugh! (8'' x 10'') Poster Visual Aids.
(T, OP)	Typingo. (Typing game) Russell W. Kraning.
(BA)	Vu-Graph Bookkeeping Visual Aid Kit, The. ($8\frac{1}{2}$'' x 11'' transparencies) Charles Beseler Co.
(T, OP)	What Every Typist Should Know About Copies in Office Work. (Speed and Accuracy Tests) Ditto, Inc.

APPENDIX D - GUIDANCE AND APTITUDE TESTS AVAILABLE

Code
C - College Level
S - Secondary Level
W - Workers Level

CLERICAL

Level	Title	Authors	Publisher
SW	APTITUDE TESTS FOR OCCUPATIONS (4) Clerical Routine Aptitude	Roeder, Graham	California Test Bureau
W	(5) Computational Aptitude		
W	SURVEY OF WORKING SPEED & ACCURACY	Ruch	California Test Bureau
W	MACQUARRIE TEST FOR MECHANICAL ABILITY	MacQuarrie	California Test Bureau
W	SRA CLERICAL APTITUDES	Richardson, Bellows, Henry & Co., Inc.	Science Research Associates
SCW	GENERAL CLERICAL TEST	Test Division Staff	Psychological Corporation
SCW	DIFFERENTIAL APTITUDE TESTS Clerical Speed and Accuracy	Bennett, Seashore, Wesman	Psychological Corporation
SCW	MINNESOTA CLERICAL TEST	Andrews, Paterson, Longstaff	Psychological Corporation
S	ACCOUNTING ORIENTATION TEST		American Institute of Certified Accountants
W	CLERICAL APTITUDE TEST, JUNIOR GRADE	O'Rourke	Psychological Institute
S	DETROIT CLERICAL APTITUDES EXAMINATION	Baker, Voelker	Bobbs-Merrill Publishing Co.
W	CLERICAL TEST D	Benge	Management Service Company
W	EXAMINATION IN CLERICAL WORK	Thurstone	Harcourt, Brace, & World, Inc.
SW	SURVEY TEST OF ENGLISH USAGE, FORMS E, G, H, N	O'Rourke	Psychological Institute
W	CLERICAL APTITUDE TEST	Hay	Aptitude Test Service
W	MARTIN TESTS Alphabetizing Name Checking Number Checking Number Facility Numerical Operations Numerical Order Vocabulary Arithmetic Reasoning	Martin	Martin Publishing Co.

Level	Title	Authors	Publisher
S	RICHARDSON PEDERSON TESTS FOR TYPISTS		Science Research Associates
S	SKIL-TESTING KIT FOR TYPISTS AND CLERKS	Martin	Martin Publishing Co.
S	SKIL-TESTING KIT FOR BOOKKEEPING CLERKS	Martin	Martin Publishing Co.
S	TURSE CLERICAL APTITUDE TEST	Turse	Harcourt, Brace, & World, Inc.
SC	DETROIT GENERAL APTITUDE EXAMINATION	Baker, Voelker, Crockett	Bobbs-Merrill Publishing Co.
SCW	DIFFERENTIAL APTITUDE Tests Language Usage	Bennett, Seashore, Wesman	Psychological Corporation
SW	SRA TYPING ADAPTABILITY TEST	Tydlaska, White	Science Research Associates
	GENERAL		
SC	GORDON PERSONAL PROFILE	Gordon	World Book Co.
SCW	FLANAGAN APTITUDE CLASSIFICATION TESTS	Flanagan	Science Research Associates, Inc.
S	THURSTONE EMPLOYMENT TESTS		Harcourt, Brace, & World, Inc.
SCW	NATIONAL BUSINESS ENTRANCE TESTS		National Business Education Association
S	AIA HIGH SCHOOL ORIENTATION TEST		Amer. Inst. of Certified Public Accountants
	ENGLISH SKILLS		
SW	SRA LANGUAGE SKILLS	Richardson, Pedersen and Bellows	Science Research Associates
S	ENGLISH TEST	Barrett, Ryan, Schrammel	Harcourt, Brace, & World, Inc.
SW	BARRETT-RYAN-SCHRAMMEL ENGLISH TEST		World Book Co.
S	IOWA GRAMMAR INFORMATION TEST--FORMS A & B		State University of Iowa
SW	GREEN-STAPP LANGUAGE ABILITIES TEST		Harcourt, Brace, & World, Inc.
SCW	ANALYTICAL SURVEY OF ENGLISH & FUNDAMENTALS	Campbell-Guiler	Bobbs-Merrill Publishing Co.
	COMPUTATIONAL SKILLS		
SW	SCHORLING-CLARK-POTTER HUNDRED PROBLEM ARITHMETIC TEST		Harcourt, Brace, & World, Inc.

Level	Title	Authors	Publisher
SW	SNADER GENERAL MATHEMATICS TEST		Harcourt, Brace, & World, Inc.
SW	DAVIS TEST OF FUNCTIONAL COMPETENCE IN MATHEMATICS		Harcourt, Brace, & World, Inc.
SW	MADDEN-PEAK ARITHMETIC COMPUTATION TEST	Madden, Peak	Harcourt, Brace, & World, Inc.
SW	SRA ARITHMETICAL REASONING TEST	Cardall	Science Research Associates
S	BASIC SKILLS IN ARITHMETIC TEST		Science Research Associates
S	ANALYTICAL SURVEY IN COMPUTATIONAL ARITHMETIC	Christofferson Guiler	Bobbs-Merrill Publishing Co.
S	AMS ARITHMETIC TEST		AMS Education Division

Addresses of Publishers

American Institute of Certified Public Accountants, 270 Madison Avenue, New York, N.Y. 10016

Administrative Management Society, Willow Grove, Pennsylvania 19090

Aptitude Test Service, Swarthmore, Pennsylvania 19081

Bobbs-Merrill Publishing Co., Inc., 1720 East 38th Street, Indianapolis, Indiana 46218

California Test Bureau, 5916 Hollywood Boulevard, Los Angeles, California 90028

Harcourt, Brace, & World, Inc., Book Company, 757 Third Ave., New York, N. Y. 10017

Management Service Company, 3136 North 34th Street, Philadelphia, Pennsylvania 19132

Martin Publishing Company; Skil-Tests, Box 481,La Mesa, California 92041

National Business Education Association, 1201 16th Street, N. W., Washington, D. C. 20006

The Psychological Corporation, 304 East 45th Street, New York, New York 10017

The Psychological Institute, Post Office Box 1118, Lake Alfred, Florida 33850

Science Research Associates, 57 West Grand Avenue, Chicago, Illinois 60610

State University of Iowa, Bureau of Educational Research, Extension Division, Iowa City, Iowa 52240

APPENDIX E - SOURCES OF EDUCATIONAL MATERIALS

Materials listed in this guide are obtainable from the following sources. Some of these sources may not have been referred to elsewhere, but all provide teaching materials of varying kinds.

Academic Press Inc., 111 Fifth Ave., New York, N. Y. 10003

Addison, Wesley, Publishing Co., Inc., Reading, Mass. 01867

Administrative Management Society, Bank and Trust Company of Old York Road, Lock Box "W," Willow Grove, Pa. 19090

Advertising Federation of America, 655 Madison Ave., New York, N. Y. 10021

Aetna Life Affiliated Companies, Information and Education Dept., 151 Farmington Ave., Hartford, Conn. 06115

Alden Films, 5113 16th Ave., Brooklyn, New York 11204

Allen, R. C., Business Machines, Inc., 678 Front Ave., NW, Grand Rapids, Mich. 49404

Allied Publishers, Inc., 659 Morgan Building, 720 S.W. Washington, Portland, Oregon 97205

Allyn and Bacon Inc., 150 Tremont St., Boston, Mass. 02111

Alsen Publishing Co., The, 1445 N. Fifth St., Milwaukee, Wis. 53212

American Association of School Administrators, 1201 16th St., NW, Washington, D. C. 20036

American Bankers Association, 12 E. 36th St., New York, N. Y. 10016

American Book Company, 55 Fifth Ave., New York, N. Y. 10003

American Data Processing, Inc., 2200 Book Tower, Detroit, Mich. 48226

American Economic Foundation, 51 E. 42nd St., New York, N. Y. 10017

American Institute of Certified Public Accountants, 666 Fifth Ave., New York, N. Y. 10019

American Management Association, Inc., 135 W. 50 Street, New York, N. Y. 10020

American Society of Training Directors, 2020 University Ave., Madison, Wis. 53705

Aptitude Test Service, P. O. Box 239, Swarthmore, Pa. 19081

Association Films, 347 Madison Ave., New York, N. Y. 10017

Association of Better Business Bureaus, Inc., 704 Chrysler Building, New York, N. Y. 10017

Audio-Visual Associates, 2161 Milburn Ave., Baldwin, N.Y. 11512

Audio-Visual Research Institute, 1346 Broadway, Detroit, Michigan 48226

Automation Institute Publishing Co., 821 Market St., San Francisco, Calif. 94103

Automobile Manufacturers Association, 320 New Center Bldg., Detroit, Mich. 48202

Bailey Films, 6509 De Longpre Ave., Hollywood, Calif. 90028

Barnes, A. S., and Co., 11 E. 36th St., New York, N. Y. 10016

Barnes & Noble Inc., 105 Fifth Ave., New York, N. Y. 10003

B'nai B'rith Vocational Service Bureau, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036

Bobbs-Merrill Publishing Co., Inc., 1720 East 38th Street, Indianapolis, Indiana 46218

British Information Service, 30 Rockefeller Plaza, New York, N. Y. 10022

Brown, William C., Co., Publishers, 135 S. Locust St., Dubuque, Iowa 52002

Burroughs Corporation, 219 Park Ave., S., New York, N.Y. 10003

Business Education Films, 4607 16th Ave., Brooklyn, N. Y. 11204

Business Press, Inc., 288 Park Ave., W., Elmhurst, Ill. 60126

Business Screen Magazine, Inc., 7064 Sheridan Road, Chicago, Ill. 60626

Business Teachers Guide, P. O. Box 114, Conway, N. H. 03818

California Test Bureau, 5916 Hollywood Boulevard, Los Angeles, California 90028

Cambridge University Press, 32 E. 57th St., New York, N. Y. 10022

Carter's Ink Company, 80 Varick St., New York, N. Y. 10013

Castle Films, R.C.A. Building, 30 Rockefeller Plaza, New York, N. Y. 10020

Chamber of Commerce of the United States, 1615 H Street, NW, Washington, D. C. 20006

Champion Paper and Fiber Co., Hamilton, Ohio 45013

Charles Beseler, & Company, 219 S. 18th St., East Orange, N. J. 07018

Chandler Publishing Co., 124 Spear Street, San Francisco, California 94105

Chronicle Guidance Publications, Inc., Moravia, N. Y. 13118

City College of New York, 17 Lexington Ave., New York, N. Y. 10010

Cluett, Peabody & Co., Inc., Educational Service Dept., 10 East 40th Street, New York, N.Y. 10016

College Placement Council, Inc., 35 E. Elizabeth Ave., Bethlehem, Pa. 18018

Continental Illinois National Bank and Trust Co., 231 LaSalle St., Chicago, Ill. 60690

Coronet Instructional Films, 65 E. South Water St., Chicago, Ill. 60601

Cram, George F., Company, Inc., 730 E. Washington St., Indianapolis, Ind. 46207

Crim, E. D., Publications, 4271 Leimert Blvd., Los Angeles, Calif. 90008

Dartnell Corp., 4660 Ravenswood Ave., Chicago, Ill. 60640

Data Management Association, 524 Busse Highway, Park Ridge, Ill. 60068

Data Processing Management Association, 505 Busse Highway, Park Ridge, Ill. 60068

Delta Pi Epsilon, Ellis J. Jones, Executive Secretary, Gustavus Adolphus College, St. Peter, Minnesota 56082

Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pa. 17126

Dick, A. B., Co., The School Department, 5700 St. Touhy Avenue, Chicago, Ill. 60648

Ditto, Inc., Harrison at Oakley Blvd., Chicago, Ill. 60612

Doubleday & Co., Inc., 575 Madison Ave., New York, N. Y. 10022

Eastman Kodak Company, Teaching Films Division, 343 State St., Rochester, N. Y. 14650

Education Research Committee, 777 14th St., NW., Washington, D. C. 20005

Educational Developmental Laboratories, Inc., 284 Pulaski Road, Huntington, L. I., N. Y. 11744

Educational Supplies and Services, 1650 N. Serrano Ave., Los Angeles, Calif. 90027

Educators Progress Service, Randolph, Wis. 53956

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091

Financial Executives Institute, 50 W. 44th Street, New York, N. Y. 10036

Free Press, The, Glencoe, Ill. 60022

Friden, Inc., 2350 Washington Ave., San Leandro, Calif. 94579

Funk & Wagnalls Co., 360 Lexington Ave., New York, N. Y. 10017
Garden City Books, Garden City, L. I., N. Y. 11535
Gellert-Wolfman Publishing Co., 33 W. 60th Street, New York, N. Y. 10023
Gestetner Duplicator Corp., 324 Fifth Avenue, New York, N. Y. 10001
Geyer-McAllister, Inc., 212 Fifth Avenue, New York, N. Y. 10010
Ginn & Company, Statler Office Bldg., Boston, Mass. 02117
Globe Book Company, 175 Fifth Ave., New York, N. Y. 10010
Grolier Co., 575 Lexington Ave., New York, N. Y. 10022
Grosset & Dunlap, Inc., 1107 Broadway, New York, N. Y. 10010
Hammond, C. S., & Co., Inc., 517 Valley Street, Maplewood, N. J. 07040
Handy, Jam, Organization, 2821 E. Grand Blvd., Detroit, Mich. 48211
Harcourt, Brace, & World, Inc., 757 Third Ave., New York, N. Y. 10017
Harper & Bros. See Harper & Row
Harper & Row, Publishers, 49 E. 33rd St., New York, N. Y. 10016
Heath, D. C., & Company, 285 Columbus Ave., Boston, Mass. 02116
Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N. Y. 10017
Hopkins Syndicate, Inc., Syndicate Building, Mellott, Indiana 47958
Houghton Mifflin Co., 2 Park Street, Boston, Mass. 02108
Indiana Bell Telephone Company, 240 North Meridian Street, Indianapolis, Indiana 46204
Industrial Publishing Corp., 812 Huron Road, Cleveland, Ohio 44115
Insurance Information Institute, Director of Educational Relations, 110 William St., New York, N. Y. 10038
Internal Revenue Service, U. S. Dept. of the Treasury, Washington, D. C. 20220
International Business Machines Corp., 590 Madison Ave., New York, N. Y. 10022
Irwin, Richard D., Inc., 1818 Ridge Rd., Homewood, Ill. 60430
Joint Council on Economic Education, The, 2 W. 46th St., New York, N. Y. 10036
Karwood Company, P. O. Box 133, Milwaukee, Wis. 53213
Kippincott, J. B., Co., E. Washington Square, Philadelphia, Pa. 19105
Kraning, Russell W., Indiana University, Gary Center, Gary, Ind. 46408
Lyons and Carnahan, 2500 Prairie Ave., Chicago, Ill. 60616
Mahnke, Carl F., Productions, 215 E. Third St., Des Moines, Iowa 50309
Management Magazines, Inc., 22 West Putnam Ave., Greenwich, Conn. 06830
Management Service Company, 3136 North 34th Street, Philadelphia, Pa. 19132
Manpower, Inc., 820 North Plankinton, Milwaukee, Wisconsin 53203
Martin Publishing Company, Skil-Tests, Box 481, La Mesa, Calif. 92041
Merrill, Charles E., Books, Inc., 1300 Alum Creek Dr., Columbus, Ohio 43216
McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York, N. Y. 10036
McKay, David, Co., Inc., 119 W. 40th St., New York, N. Y. 10018

Macmillan Company, The, 60 Fifth Ave., New York, N. Y. 10011
Merriam, G. & C., Co., 47 Federal St., Springfield, Mass. 01105
Minneapolis-Honeywell Regulator Co., Wayne and Windrim Aves., Philadelphia, Pa. 19144
Modern Talking Picture Service, 3 E. 54th St., New York, N. Y. 10022
Monroe Calculating Machines Co., Educational Dept., Orange, N. J. 07051
Montclair State College, Valley Road, Upper Montclair, N. J. 07043
Moore Business Forms, 210 Post St., San Francisco, Calif. 94108
National Association of Manufacturers, Education Dept., 277 Park Ave., New York, N. Y. 10017
National Business Education Association, 1201 16th Street, N.W., Washington, D. C. 20006
National Association of Secondary School Principals, 1201 16th St., N.W., Washington, D. C. 20006
National Blank Book Company, Holyoke, Mass. 01040
National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036
National Secretaries Association, 18 E. 60th St., New York, N. Y. 10022
Nation's Business, 1615 "H" St., NW, Washington, D. C. 20006
New York University Press, Press Building, 32 Washington Place, New York, N. Y. 10003
OA Business Publications, Inc., 288 Park Avenue, West, Elmhurst, Ill. 60126
Office Publications, 60 E. 42nd Street, New York, N. Y. 10017
Ohio Typewriter Service, 23 W. Amity Road, Cincinnati, Ohio 45215
Oxford Book Co., Inc., 71 Fifth Avenue, New York, N. Y. 10003
Oxford Filing Supply Co., Inc., Clinton Rd., Garden City, L. I., N. Y. 11535
Pitman Publishing Corp., 20 E. 46th St., New York, N. Y. 10017
Poster Visual Aids, 58 Union St., Milford, N. H. 03055
Prentice-Hall Inc., Englewood Cliffs, N. J. 07632
Publisher of Automation. A Penton Publication, Penton Building, Cleveland, Ohio 44013
Psychological Corporation, The, 304 East 45th Street, New York, N. Y. 10017
Psychological Institute, The, Post Office Box 1118, Lake Alfred, Florida 33850
Reinhold Publishing Corp., 430 Park Ave., New York, N. Y. 10022
Remington Rand, Division of Sperry Rand Corp., 315 Fourth Ave., New York, N. Y. 10010
Republic Book Company, 115 E. 53rd St., New York, N. Y. 10022
Rider, John F., 116 W. 14th St., New York, N. Y. 10011
Ronald Press, The, Co., 15 E. 26th St., New York, N. Y. 10010
Rowe, H. M., Company, 624 North Gilmore St., Baltimore, Md. 21217
Royal McBee Corporation, 850 Third Ave., New York, N. Y. 10022
Royal Typewriter Co., 2 Park Avenue, New York, N. Y. 10016
Science Research Associates, 57 West Grand Avenue, Chicago, Ill. 60610
Scott, Foresman, and Co., 433 E. Erie St., Chicago, Ill. 60611
Simon & Schuster, Inc., 630 Fifth Ave., New York, N. Y. 10020
Singer, L. W., Co., Inc., 249-259 W. Erie Blvd., Syracuse, N. Y. 13202

Smead Manufacturing Company, 309-311 Second Ave., Hastings, Minn. 55033
Smith-Corona-Marchant Inc., 410 Park Ave., New York, N. Y. 10022
Society for Visual Education Inc., 1345 W. Diversey Parkway, Chicago, Ill. 60614
Sound Education, Box 414, Port Huron, Mich. 48061
Soundscriber Corp., 140 Munson St., New Haven, Conn. 06711
South-Western Publishing Co., Inc., 5101 Madison Rd., Cincinnati, Ohio 45227
Special Teaching Aids, 3408 N. Potomac Street, Arlington, Va. 22213
Standard Packaging Corp., Advertising Mgr., 200 E. 43rd St., New York, N. Y. 10017
Standard Register Company, 250 Park Ave., New York, N. Y. 10017
State University of Iowa, Ames, Iowa 50012
Stenotype Company, 417 S. Dearborn St., Chicago, Ill. 60605
Sterling Publishing Company, Inc., 419 Park Ave., S., New York, N. Y. 10016
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
System Development Corporation, 350 Fifth Ave., New York, N. Y. 10001
Teaching Aids Exchange, 307 South B. St., San Mateo, Calif. 94401
Teaching Aids, Inc., P. O. Box 3527, Long Beach, Calif. 90803
The publisher of American Business, 4660 Ravenswood Ave., Chicago, Ill. 60640
The publisher of The Typing Teacher, 4006 Carlisle Ave., Baltimore, Md. 21216
Thompson, F. D., Publications, Inc., 141 E. 44th Street, New York, N. Y. 10017
TMI Grolier, 575 Lexington Avenue, New York, N. Y. 10022
Typing Teacher, The, 4006 Carlisle Ave., Baltimore, Md. 21216
Underwood Corporation, 1 Park Ave., New York, N. Y. 10016
United Business Schools Association, 1518 "K" St., NW, Washington, D. C. 20005
United Business Publications, Inc., 200 Madison Ave., New York, N. Y. 10016
United World Films, Inc., 1445 Park Ave., New York, N. Y. 10029
University of California, Berkeley, Calif. 94720
University of Colorado, Boulder, Colo. 80304
University of Michigan, Ann Arbor, Mich. 48103
University of Southern California, Los Angeles, Calif. 90007
Van Nostrand, D., Co., Inc.,120 Alexander St., Princeton, N. J. 08541
Victor Adding Machine Co., Business Education Dept., Chicago, Ill. 60618
Wadsworth Publishing Co., 10 Davis Drive, Belmont, Calif. 94002
Wiley, John, & Sons, Inc., 440 Fourth Ave., New York, N. Y. 10016
Yale University Press, 206 Elm St., New Haven, Conn. 06711
Young America Films, 330 W. 42nd St., New York, N. Y. 10036

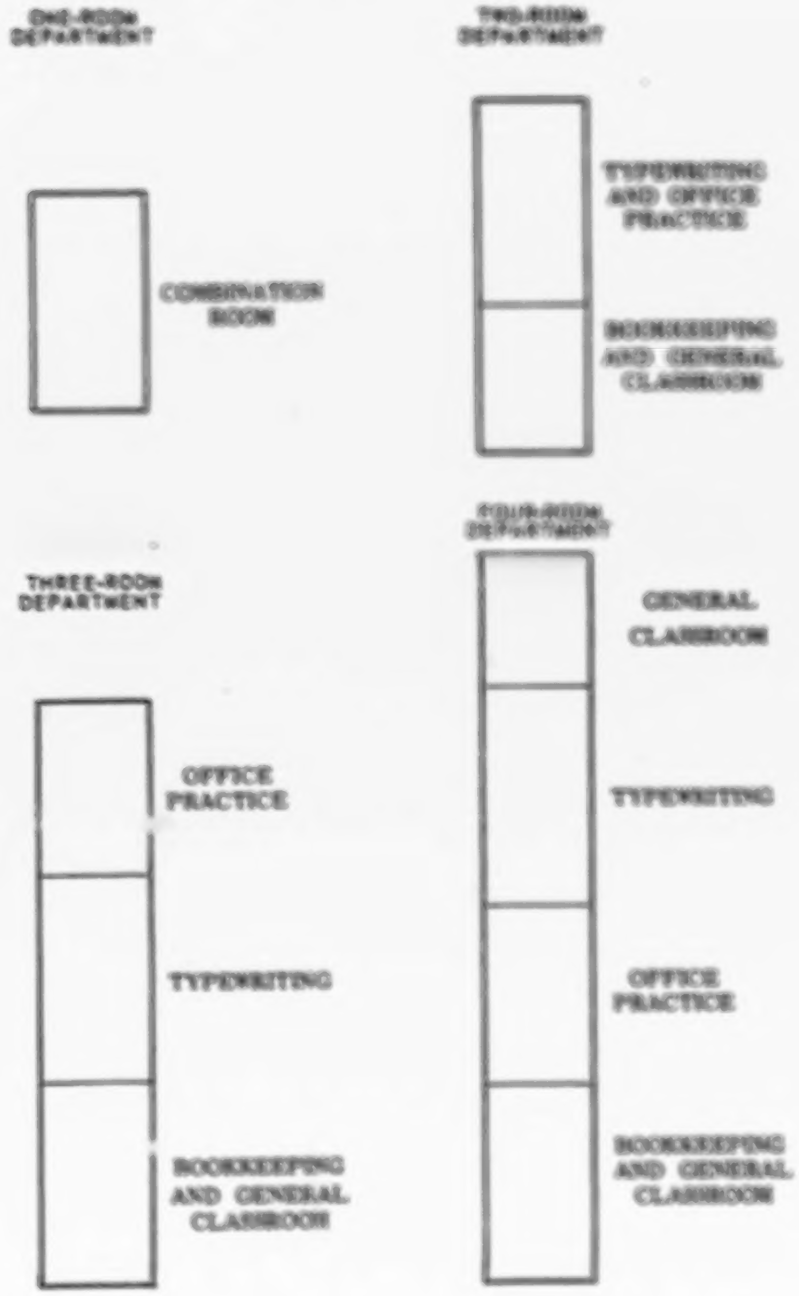
APPENDIX F - PHYSICAL FACILITIES LAYOUTS AND SUGGESTED EQUIPMENT

TYPICAL FACILITIES LAYOUTS

Requirements for physical facilities cannot be estimated in advance for any particular location. These requirements will be affected by trainee populations, available instructional time and present facility adequacy.

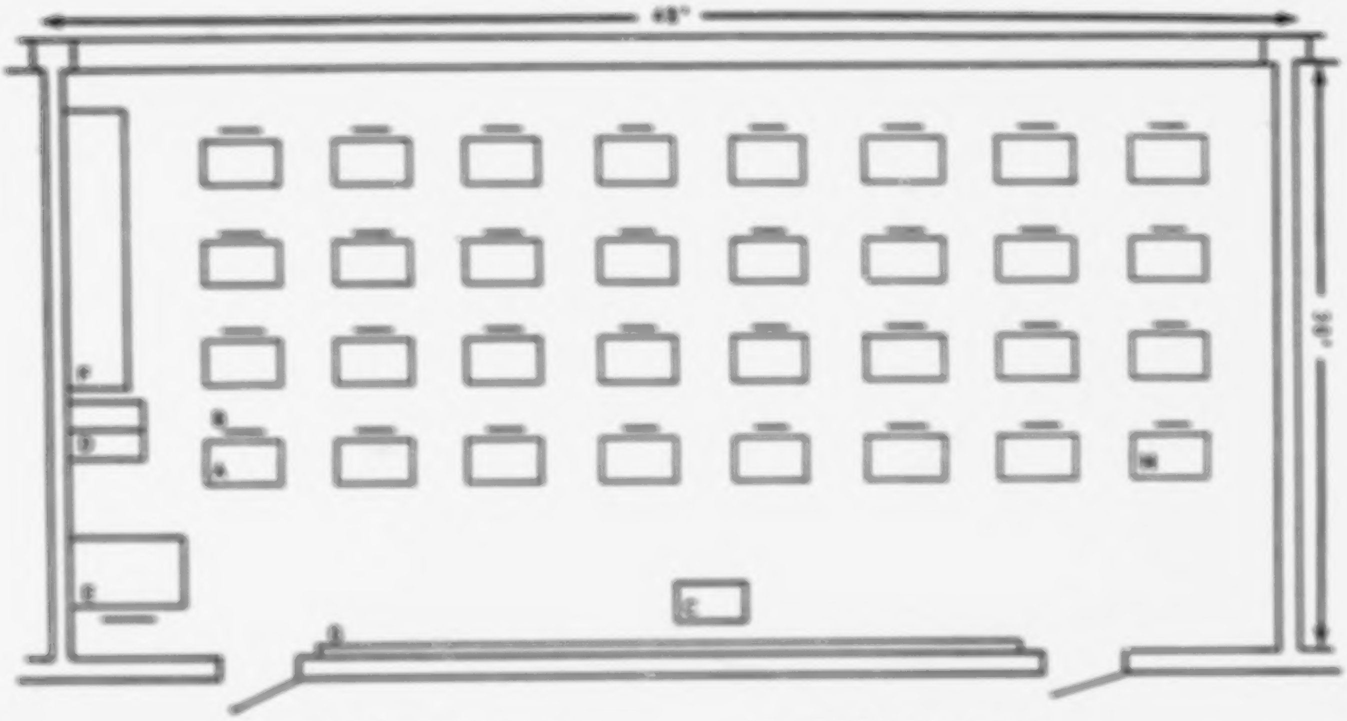
Two layouts are shown. The first is reprinted by permission of the California State Department of Education from Bulletin No. 68. It is suggestive of a four-room layout of business education facilities. Should the number of trainees be greater or smaller, than these layouts can accommodate, then necessary adjustments are indicated.

SUGGESTED BUSINESS EDUCATION ROOM ARRANGEMENTS



TYPEWRITING ROOM

32 trainees



Estimated Costs-Cincinnati, Ohio
July 1, 1966

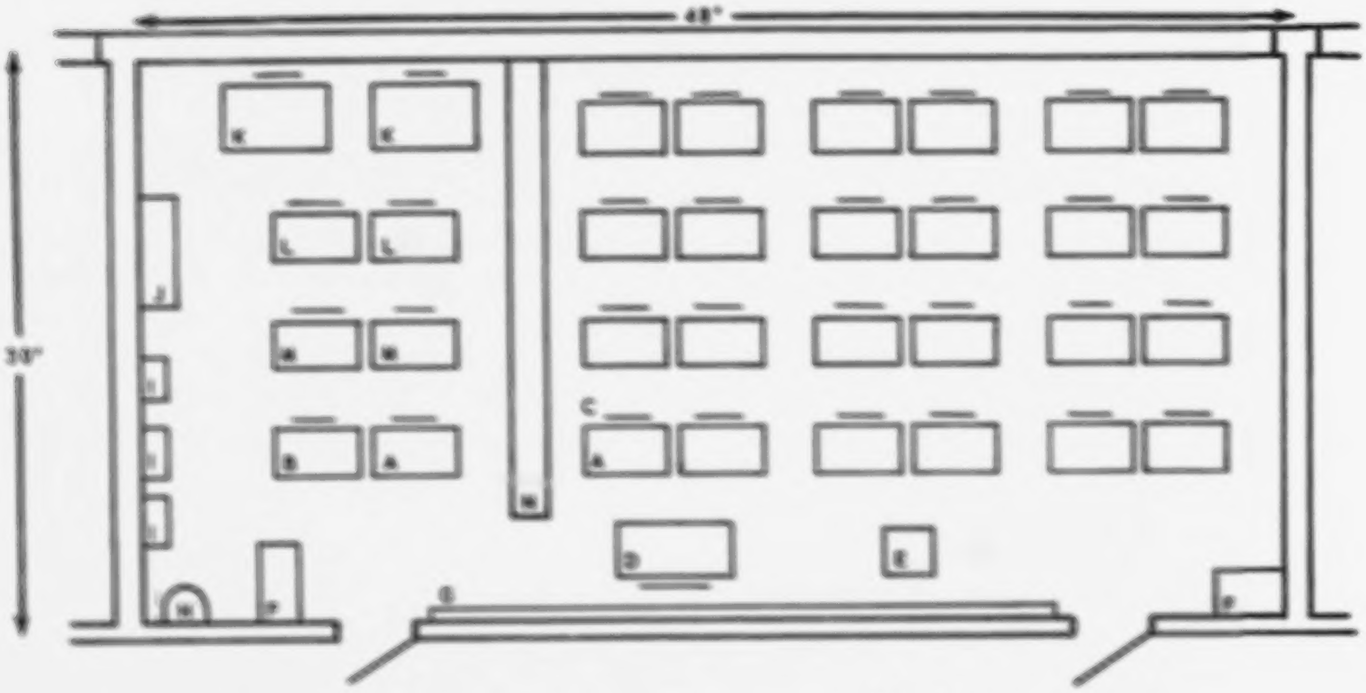
SUGGESTED EQUIPMENT

Equipment (including furniture) that might be provided in a typewriting room includes:

	Unit	Total
General Equipment		
32 desks	$ 93	$ 2,976
32 posture chairs	30	960
32 copyholders	2	64
31 standard typewriters (1 for demonstration purposes and 2 for replacement purposes)	160	4,960
4 standard electric typewriters	300	1,200
1 demonstration stand	50	50
2 filing cabinets (18 by 36 inches)	100	200
1 teacher's desk (desk top: 32 by 54 inches) and accompanying chair	160	160
Miscellaneous Equipment		
1 interval timer	12	12
1 stop watch	33	33
1 paper cutter	29	29
1 pencil sharpener	5	5
2 staplers	7	14
2 wastebaskets	6	12
2 desk trays	4	8
TOTAL		$10,683.

Courtesy of William Selden, Pennsylvania State Department of Education, and South-Western Publishing Co., Inc.

COMBINATION ROOM



A-Typewriting Desks
B-Typewriting Desk (for long-carriage typewriter)
C-Student Posture Chairs
D-Teacher's Desk and Chair
E-Demonstration Stand
F-Filing Cabinets
G-Chalkboard and Bulletin Boards

H-Lavatory
I -Duplicating Equipment
J -Table for Collating
K-Key Punch Machines
L -Adding-Listing Machines
M-Calculators
N-Storage Facilities

Estimated Costs-Cincinnati, Ohio
July 1, 1966

SUGGESTED EQUIPMENT*

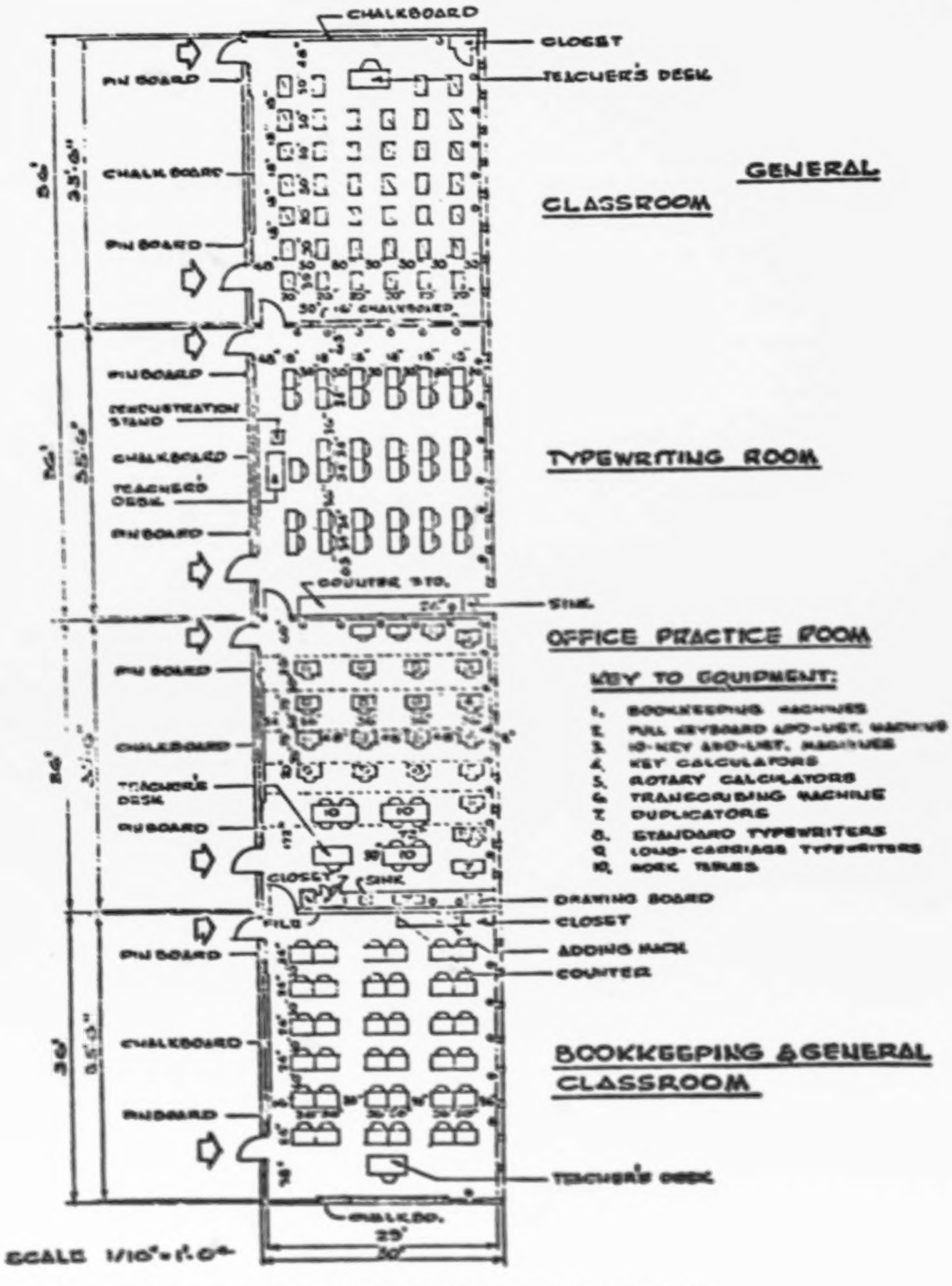
General Equipment	Unit	Total
24 individual desks, single pedestal with typewriting "L" on one side (desk top 30 by 48 inches, "L" 18 by 24 inches)	$160	$ 3,840
6 desks or tables (adjustable height from 24 to 30 inches, table top 24 by 36 inches)	70	420
1 worktable, 30 inches in height (table top: 30 by 50 inches)	75	75
32 posture chairs	30	960
22 standard typewriters (1 for demonstration purposes, and 2 for replacement purposes)	160	3,520
5 standard electric typewriters	300	1,500
1 long-carriage electric typewriter (to be used in conjunction with the duplicating equipment)	350	350
1 stencil duplicator and cabinet	500	500
1 fluid duplicator and cabinet	300	300
1 drawing board including lettering guides, screen plates, and styli	100	100
1 full-bank adding-listing machine	225	225
1 ten-key adding-listing machine	300	300
1 rotary calculator (elec.)	850	850
1 key-driven calculator (elec.)	500	500
2 key punch machines (check on rental charges)	---	---
2 transcribing machines	250	500
1 demonstration stand	50	50
1 bookcase or open bookshelves (10 by 36 inches)	90	90
2 filing cabinets (18 by 36 inches)	100	200
1 teacher's desk (desk top: 32 by 54 inches) and accompanying chair	160	160

General Equipment (Continued)	Unit	Total
2 desk trays	4	8
1 paper cutter	29	29
1 paper punch	10	10
1 pencil sharpener	5	5
1 stapler	7	7
2 wastebaskets	6	12
TOTAL		$14,563.

Courtesy of William Selden, Pennsylvania State Department of Education, and South-Western Publishing Co., Inc.

*The equipment listed is minimal; it should be kept in mind that additional pieces of equipment must be purchased for certain courses if classroom operating proficiency is required. Frequently, it is desirable for the trainee to receive his "hands on" machine training on the job because of the great variety of office machines in use in offices. Such machines might include: various bookkeeping machines, posting machines, cash registers, tabulating machines, and various pieces of data processing equipment.

FOUR ROOM UNIT



Courtesy of Bureau of Business Education, California State Department of Education and South-Western Publishing Co., Inc.

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